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ABSTRACT

Two self-contained sections within the document (one for grades 7-8, the other for grades 9-12) present the Washington Small Schools secondary physical education curriculum. Activities are written to supplement or extend a basic text by presenting a game, simulation or activity to carry out a learning objective. Identical introductory materials describe the organization of Small Schools materials, relationship to Washington's Student Learning Objectives (SLO) Law, format of the curriculum guide, definitions of format terms, Goals for the Washington Common Schools, and Physical Education Program Goals. The grades 7-8 curriculum presents objectives, activities, monitoring procedures and resources for 12 team sports, 24 individual/dual sports, 6 New Games, 4 cooperative games, 7 dance (rhythms) categories and 9 aspects of physical fitness. The entire scope of the grade 7-8 curriculum (with the exception of the New Games) is repeated in the grade 9-12 curriculum with advanced and additional experiences to build on the students' knowledge, skills and values. Additions to the grades 9-12 curriculum include circus skills, hiking and outdoor survival in the individual/dual sports category and the New Games of Aura, Bone, Dho-Dho-Dho, Islands, People Pass and People Pyramids. (NEC)

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SMALL SCHOOLS

CURRICULUM

PHYSICAL EDUCATION

7-12

RC012832

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Dr. Frank B. Brouillet, State Superintendent of Public Instruction,
Tumwater, WA 98504

SMALL SCHOOLS

PHYSICAL EDUCATION CURRICULUM

Grades 7-8

PHYSICAL EDUCATION

MAY 1981

This is a publication of the Instructional and Professional Services Division of the State Superintendent of Public Instruction, Olympia, Washington.

Dr. Frank B. Brouillet
State Superintendent of Public Instruction

Dr. Jack L. Frisk
Deputy Superintendent

Dr. Monica Schmidt
Assistant Superintendent
Division of Instructional and Professional Services

William Radcliffe, Jr.
Director
Basic Education Section

Dan Ludewick, Supervisor
Physical Education/Equity Education

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Physical Education Special Consultants:

Cam Kerst, Physical Education Specialist, Tacoma Public Schools
Bob Melson, Physical Education Coordinator,
Lake Washington School District
Bud Turner, Curriculum Specialist, Seattle Public Schools
Al Tweit, Coordinator of Physical Education and Health,
Olympia School District

Physical Education Objectives Committee:

Jack Bonato, Teacher, Carbonado School District
Susan Cox, Teacher, Carbonado School District
Stan Chandler, Teacher, Eatonville School District
Ari Roberts, Teacher, Eatonville School District
Landon Fitch, Administrator, Eatonville School District
Walt Zeiger, Teacher, Lower Snoqualmie School District
Robert Scharer, Teacher, Lower Snoqualmie School District
Greg Craighead, Teacher, Orting School District
Georgia Harris, Teacher, Steilacoom Historical School District
Diane Bjornson, Teacher, Steilacoom Historical School District
Melissa Martin, Teacher, Steilacoom Historical School District
Burleigh Hombel, Principal, Steilacoom Historical School District
Sean Gallagher, Teacher, White River School District
Dale Krueger, Teacher, White River School District
Tersa Ross, Teacher, White River School District
Trena Page, Teacher, White River School District

David Hartl, Editor
Doris Hartl, Editor
Colleen Bolin, Typist, ESD 189
Maureen Danner, Word Processing Typist, ESD 189
Debbie Porter, Word Processing Typist, ESD 189

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INTRODUCTION

The Small Schools Project Objectives and Curriculum for Physical Education were developed during the 1980-81 school year through the cooperative efforts of three levels of educational organization; six King and Pierce County school districts, Educational Service District 189 and the State Office of Public Instruction. Funds were provided through Title IV C with ESD 189 providing in-kind services.

Process Procedure. ESD 189 personnel and selected curriculum specialists first identified objectives in Physical Education to serve as a basis for a goal based curriculum. A cadre of teachers from the six consortium schools (Carbonado, Eatonville, Lower Snoqualmie, Orting, Steilacoom Historical, and White River) then proceeded to use the objectives list as a base for curriculum development. The objectives listed in this document represent the final product of the curriculum specialists and classroom teachers. The third phase involved the classroom teachers writing activities to accompany the objectives. This curriculum will be published in separate curriculum guides, i.e., K-3, 4-6, 7-8, 9-12.

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

Book covers and objective pages for all Small Schools materials have been color-coded for each subject: Reading--green, Language Arts--yellow, Mathematics--blue, Social Studies--buff, Science--pink, and Physical Education--orange. Following each colored objective page there are several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objectives. See pages vii and viii of this book for a more detailed explanation of the format. On that objective page all objectives for an area of the scope are identified. Within each curriculum book the objectives have been correlated to the goals for the Washington Common Schools and to the Small Schools Program Goals for that subject area.

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This law requires districts to identify student learning objectives grades nine through twelve in the area of language arts, reading and mathematics and initiate implementation of such a program on or before September 1, 1981. School districts are required by 1986 to have developed student learning objectives for all other courses of study. *The Superintendent of Public Instruction developed a timeline for the orderly development and implementation of Student Learning Objectives to carry out the law. The timeline shows that physical education and social studies are to be implemented by 1983.)

The approach of the Small Schools Project Consortium was first to develop a curriculum, K-12 Physical Education and 4-12 in Social Studies, using a goal base model. Thus, the objectives contained in this book, although they may be helpful in meeting the intent of the law, were really designed as instructional objectives and not specifically for the SLO Law. The consortium also made a decision to develop a taxonomy of objectives for each discipline. Contained within this book are many more objectives than any district would choose to identify as their SLO objectives.

PHYSICAL EDUCATION CURRICULUM ACTIVITIES
Grades K-12

Users of the Small Schools Physical Education Curriculum guides grades K-12 should note that the activities are written by teachers representing small school districts. The activities are written with the idea of not duplicating a text but rather to present a game, simulation or an activity to carry out the objective. This is done with the premise that schools normally have a basic text and the activities are merely to supplement or extend the text.

Only a few activities were written with the hope they would stimulate teachers to create additional activities. Also, the activities were written over a space of only a few months in order to meet a state deadline for printing purposes.

---

*See "Guide to the Student Learning Objectives Law," RCW 28A.58.090 SPI, Olympia, Washington 98504.

FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to assist districts in personalizing the curriculum to meet their own educational program needs.

The format pages contained within this book list the sequence of student learning objectives in the specific curriculum area of social studies. On each page broad grade placements have been recommended indicating where the objectives should be taught, i.e. 4-6, 7-8, and 9-12. Grade recommendations are made with the understanding that they apply to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the local district curriculum. The columns may also be used to indicate where an objective is introduced (I), practiced (P), reinforced (R), or mastered (M) within a district curriculum. An objective may be deleted by striking it from the list or another objective may be added by writing it directly on the sequenced objective page.

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Rhythms Square Dance		7-8	7	8	9	
The student knows: . how to form a square. . the various square dance terminology.						
The student is able to: . participate as a partner in a square dance. . demonstrate correctly a variety of step maneuvers in teacher and student selections. . perform steps and maneuvers in time with music.						
The student values: . square dance as a leisure activity. . the social worth of square dance.						

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, Career Education and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows how to form a square. B. The student is able to participate as a partner in a square dance. C. The student values square dance as a leisure activity. D. The student values the social worth of square dance.

State Goal	2,9
District Goal	
Program Goal	2,4

Related Area(s) ____________________

Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
Title: Forming a Square **Group size:** entire class **Materials:** record player, square dance records **Procedure(s):** . Teacher may be used as a caller to set up and describe how to form a basic square, (record may also be used). . Once the class is in squares, teacher can go through the basic elements of a square, e.g. home position, couple 1, 2, 3, & 4, head couples, side couples, corner lady, right hand lady, opposite lady. . Explain the four parts of a square dance: i.e. introduction, main figure, trimmings or full-ins and ending. . Slowly, with the entire class in their square, go through some basic dance maneuvers and steps: e.g. honor your partner, all join hands and circle wide, home you go and swing, first and third go forward and back. **Variation:** . Have each square develop their own maneuvers and steps and demonstrate to class.	Teacher observation. Teacher explanation. Record caller.	Square dance record sets Harris, Jane A., Pittman, Anne, Waller, Marlys, S., Dance A While, Minneapolis, Burgess Publishing Co., 1968. **District Resources**

DEFINITION OF FORMAT TERMS

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, word attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972, the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcome of an entire area of instruction as mathematics, language arts or social studies.

Student Learning Objectives

The three major types of learning objectives which have been identified are knowledge, process and value objectives.

> Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principles and laws, simple generalizations, similarities and differences, etc.
>
> An example of a Knowledge Student Learning Objective is "The student knows guide words in a dictionary indicate the first and last words on the page."

Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are though to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgement and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world. human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

K - 12

PHYSICAL EDUCATION PROGRAM GOALS

1. The student has an appreciation of the need to participate in regular physical activity and to apply desirable health knowledge to maintain fitness for everyday living throughout life.
2. The student develops knowledge and understanding of factors necessary to analyze and perform functional and expressive movement.
3. The student will acquire safety skills, habits, and develop awareness regarding safety for themselves and for others.
4. The student will be stimulated through physical education to seek participation in and derive enjoyment from wholesome recreation during leisure time.
5. The student values the personal qualities of self control, self confidence, good sportsmanship and respect for others that enable him/her to work and play with others for common goals.
6. The student knows rules and is able to apply strategies in a variety of physical education activities and sports.
7. The student is able to exhibit neuromuscular coordination techniques, agility, balance, and flexibility in a variety of physical education activities and sports.

SMALL SCHOOLS PROJECT

PHYSICAL EDUCATION SCOPE
SCOPE
(7-8)

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SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement		
Basketball		7-8	7	8	9

The student knows:

- that basketball is a team sport that involves the skills of dribbling, passing, shooting, guarding, pivoting and rebounding.
- the basic rules of basketball sufficiently to play and officiate.

The student is able to:

- dribble the basketball with control with the right and left hands.
- pass the basketball accurately to a stationary or moving team mate using a chest, bounce, overhead or baseball pass.
- use proper form in executing a set shot and lay-up.
- apply the skills of dribbling, passing, shooting, pivoting, rebounding and guarding to a game situation.
- execute legal pivot in both a front and reverse direction.
- perform proper guarding techniques in executing a one on one defense.

The student values:

- the skills learned to play the game of basketball.
- basketball as a leisure activity.
- cooperation required for success in basketball games.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that basketball is a team sport that involves the skills of dribbling, passing, shooting, guarding, pivoting and rebounding. B. The student is able to dribble the basketball with control with the right and left hands. C. The student values the skills learned to play the game of basketball.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,5,6

Suggested Activities: Grade(s) 7-8

Title: Dribble Tag
Group size: small group/entire class
Materials: basketball

Procedure(s):

- Set up boundaries eg: 1/2 court.
- 1 ball for each participant.
- Designate a tagger.
- Designate dribbling hand (eg. R.)
- Designate tagging hand (eg. L.)
- The dribbler who is tagged becomes "it".
- Explanation of rules for dribbling eg: continuous dribbling...

Variations:

- Play one on one.
- Players are frozen when tagged.
- All tagged players become taggers.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Possible Resources

Dauer, Victor, Pangrazi, Robert, Dynamic Physical Education for Elementary School Children, 6th Ed., Minneapolis, Burgess Publishing Co., 1979. Pg. 459

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that basketball is a team sport that involves the skills of dribbling, passing, shooting, guarding, pivoting and rebounding. B. The student is able to pass the basketball accurately to a stationary or moving team mate using a chest, bounce, overhead or baseball pass.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,5,6

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Birdie in the Cage **Group size:** 8-15 **Materials:** 1 ball per group **Procedure(s):** . Circle with one player in the center. . The center player tries to touch the ball as it is being passed by the circle players. . The player who threw the pass that was touched goes to the center. . If a player causes the ball to leave the circle they go to the center. . Players may not pass to the person right next to them. **Variations:** . Use a variety of passes. . More than one player in the center. . Designate one type of pass. . Triangle drill; use only 4 people. . 3-Person ball snatch; 3 in a line, keep away from center.	Teacher observation. Skills test.	Dauer, Victor, Pangrazi, Robert, Dynamic Physical Education for Elementary School Children, 6th Ed., Minneapolis, Burgess Publishing Co., 1979. District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,5,6

Student Learning Objective(s) A. The student knows that basketball is a team sport that involves the skills of dribbling, passing, shooting, guarding, pivoting and rebounding. B. The student is able to use proper form in executing a set shot and lay-up. C. The student values the skills learned to play the game of basketball.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Shooting Drills Group size: small groups Materials: basketballs and baskets	Teacher observation. Skills test.	

Procedure(s):

Lay-in drill:

- Players line up behind the foul line.
- Player shoots as many lay-ins as possible within a specified time limit. (eg: 30 sec./60 sec.)
- Players return to free throw line between each shot.

Variations:

- Designate hand for shooting.

Set shot drill:

- Designate shooting spots on floor to shoot from.
- Players take turns shooting from the spots.

Variations:

- Rotate when they make a basket.
- Make a certain number.
- Team competition.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

State Goal 2,9

District Goal

Program Goal 4,5,6

Student Learning Objective(s) A. The student knows that basketball is a team sport that involves the skills of dribbling, passing, shooting, guarding, pivoting and rebounding. B. The student is able to use proper form in executing a set shot and lay-up. C. The student values the skills learned to play the game of basketball.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Shooting Games **Group size:** small **Materials:** basketballs and baskets	Teacher observation. Skills test.	

Procedure(s):

Twenty-One:

- Players on each team line up behind their basket at the free throw line.
- 1st player shoots from the foul line and is awarded two points if the basket is made. The player then shoots a lay-in from where ever he/she gets the ball and one point is awarded for each lay-in made.
- Rotate teams and start again.

Around the World:

- Players shoot from designated spots around the key.
- Players take turns and continue until they miss, and it's the next players turn.
- The first one around wins.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,5,6

Student Learning Objective(s) A. The student is able to execute legal pivot in both front and reverse direction. B. The student is able to perform proper guarding techniques in executing a one on one defense.

Related Area(s)

Suggested Activities: Grade(s)

Title: Passing, Guarding and Pivoting Drill
Group size: small
Materials: basketballs
Procedure(s):

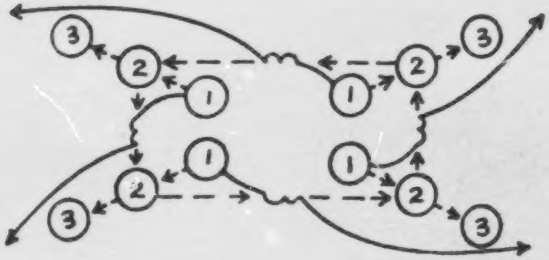

Figure 7

Passing, Guarding, and Pivoting Drill[7]

Ball starts with 2 who passes to 1 as the latter runs out to meet the pass. 2 then goes to the end of line 3. Meanwhile 3 comes out to guard 1, who pivots and passes to the next 2. 1 goes to the end of line 2, and 3 goes to the end of line 1. See figure 8.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Possible Resources

Selected Basketball Articles
American Association for Health, Physical Education and Recreation, Washington D.C. 1971 Pg. 43

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,5,6

Student Learning Objective(s) A. The student knows that basketball is a team sport that involves the skills of dribbling, passing, shooting, guarding, pivoting and rebounding. B. The student knows the basic rules of basketball sufficiently to play and officiate. C. The student is able to apply the skills of dribbling, passing, shooting, pivoting, rebounding and guarding in a game situation. D. The student values the skills learned to play the game of basketball. E. The student values basketball as a leisure activity. F. The student values cooperation ~~Related Area(s)~~ required for success in basketball games.

Suggested Activities: Grade(s)________

Title: 3 on 3 Scrimmage

Group size: groups of 3

Materials: basketballs, pinnies

Procedure(s):

- Teams of three; at least two teams at a basketball hoop.
- Regular basketball rules are used for play.
- Person to person defense.
- Half court boundaries.

Variations:

- If offensive team scores, it remains on the floor and the defensive team rotates out.
- Team scoring a set number of points first stays on and loser rotates out.
- 4 on 4.
- 5 on 5.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Possible Resources

Dauer, Victor, Pangrazi, Robert. Dynamic Physical Education for Elementary School Children, 6th Ed., Minneapolis, Burgess Publishing Co., 1979.

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Field Hockey	Page	Suggested Grade Placement	District Placement			
		7–8	7	8	9	
The student knows: • the basic rules of field hockey. • strategies. • the skills and strategies for the various offensive and defensive positions.						
The student is able to: • successfully participate in the game of field hockey. • apply offensive and defensive strategies in the game of field hockey. • use the hockey stick to pass, receive, shoot and guard with appropriate body mechanics and form.						
The student values: • playing by the rules for fun and safety. • cooperation required for success in field hockey games.						

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

State Goal	2,9,10
District Goal	
Program Goal	3,4,5

Student Learning Objective(s) A. The student knows the basic rules of field hockey. B. The student is able to successfully participate in the game of field hockey. C. The student values playing by the rules for fun and safety. D. The student values cooperation required for success in field hockey games.

Related Area(s)

Suggested Activities: Grade(s) 7-12	Suggested Monitoring Procedures	Possible Resources
Title: Official Field Hockey Game Group size: 2 teams of 11 & subs Materials: field hockey field w/goals & lines, ball, sticks, goalie pads and kickers. Procedure(s): Review rules: • Demonstrate situations. • Field questions. Play a game of field hockey: • 5 forwards: L. wing, L. inner, center, R.I., R.W. • 3 halfbacks: L.H., C.H., R.I. • 2 fullbacks: L.F., R.F. • 1 goalie.	Observation that students are using the basic rules and are successful in playing the game.	Barnes, Fox, Loeffler and Scott Sports Activities for Girls and Women, New York, Meredith Publishing Co., 1966. Field Hockey Rule guide **District Resources**

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows strategies. B. The student knows the skills and strategies for the various offensive and defensive positions. C. The student is able to apply offensive and defensive strategies in the game of field hockey.

State Goal	2,9
District Goal	
Program Goal	3,4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Controlled Scrimmage
Group size: Two teams i.e. 22 players
Materials: field, 2 goal cages, 1 ball, sticks for everyone, goalie equipment for two.

Procedure(s):

- Explain positioning and place both teams in their position locations.
- Whenever there is more than 1 player from the same team on the ball, the official blows the whistle and the other team gains possesion of the ball at that spot.
- One point is awarded whenever there are 2 complete passes in a row.
- One point is awarded to the team when a player makes a good tackle or steal.
- Five points for a goal.
- One point for a good clear by the goalie.

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Suggested Monitoring Procedures

Observe to see that students are positioning correctly.

Possible Resources

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to use the hockey stick to pass, receive, shoot and guard with appropriate body mechanics form.

State Goal 2,9

District Goal

Program Goal 3,4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: 3 on 3 **Group size:** groups of 3 **Materials:** hockey sticks, balls, field & cage, goalie pads & kickers.	Teacher observation. Skills test.	

Procedure(s):

- Players line up on the 25 yard line in 3 lines; right wing, center, left wing.
- Goalie remains on defense while others will rotate.
- Designate 2 players to play the position of fullbacks (defense).
- The ball starts in the center at the 25 yard line/or 50 yard line and these 3 players pass the ball and shoot for a goal.
- The defensive players try to clear the ball away.
- When the defense clears the ball out of the circle, the play is over.
- The two outside players rotate to defense, and the center returns back to another line.

District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Flicker Ball		7-8	7	8	9	

The student knows:

- the basic rules of flicker ball.
- that flicker ball is a team sport played with a football, and involves the skills of passing, receiving, and defending.

The student is able to:

- successfully participate in a flicker ball game.

The student values:

- flicker ball as a vigorous leisure game.
- cooperation required for success in flicker ball games.

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the basic rules of flicker ball. B. The student knows that flicker ball is a team sport played with a football and involves the skills of passing, receiving and defending. C. The student is able to successfully participate in a flicker ball game. D. The student values flicker ball as a vigorous leisure game.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,5,6

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Flicker Ball Group size: two teams of 5-11 each Materials: target shirts and football Procedure(s): • Identify the playing boundaries and goals. • Identify teams and assign target shirts to all members of one team. • Determine the goal each team will defend. • Have students take positions on the field and play the game in accordance with official rules. Variations: • Substitute goal area if official goal is not available. • Use nerf football to enhance success with passing and receiving skills.	Teacher observation of noting student knowledge of the rules and specific skill development.	Wash. State Univ. Units of Instruction. Department of Physical Education W.S.U., Pullman, Wa. **District Resources**

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,5,6

Student Learning Objective(s) A. The student knows the basic rules of flicker ball. B. The student values cooperation required for success in flicker ball games.

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Flicker Ball Rules Presentation
Group size: entire class
Materials: handouts, chalkboard or transparencies & overhead projector.

Procedure(s):

- Diagram a flicker ball field and goals.
- Designate playing positions for starting the game.
- Describe the objectives of the game and methods of scoring.
- Define the rules for both offensive and defensive players.
- Stress safety rules and considerations.
- Demonstrate skills and maneuvers for clarity and understanding.

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Suggested Monitoring Procedures

Written quiz.

Possible Resources

Wash. State Univ. Units of Instruction. Department of Physical Education W.S.U., Pullman, Wa.

District Resources

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SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Football		7-8	7	8	9	

The student knows:

- that football is a team sport that involves the skills of passing, catching, kicking, defending, blocking, centering and carrying the football.
- the basic rules of touch or flag football.

The student is able to:

- execute a spiral pass to a stationary or moving partner.
- center a football between the legs.
- catch a football while standing or running.
- place kick a football to a pre-selected target area.
- punt a football.
- change a football from hand to hand while running.
- defend a pass receiver.
- execute a legal flag or tag.
- execute legal screening and blocking technique.
- play a flag or touch football game using official rules.

The student values:

- the skills learned to play the game of football.
- football as a leisure activity.
- cooperation required for success in football games.

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to execute a spiral pass to a stationary or moving partner. B. The student is able to center a football between the legs. C. The student is able to catch a football while standing or running. D. The student is able to defend a pass receiver.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	3,4,5

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
	Observation. Individual skills test.	

Title: Passball
Group size: 6-10 people
Materials: football

Procedure(s):

- Two teams of equal size, one on offense the other on defense.
- Ball is hiked to passer, everyone goes out for pass.
- Offense keeps the ball as long as the pass is complete. If incomplete or intercepted the offense goes to defense.
- Starting point remains the same.
- Scoring: one point short pass, two points long pass, one point interception.
- Play to set amount of points.

QB
0 0 center 0

scrimmage line
No mans land

X X X X X
1 point area

2 point area

District Resources

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	3,4,5

Student Learning Objective(s) A. The student is able to punt a football. B. The student is able to catch a football while standing or running. C. The student values the skills learned to play the game of football.

Related Area(s)

Suggested Activities: Grade(s)

Title: Kickover
Group size: 2 people or more
Materials: footballs

Procedure(s):

- Player A punts the ball to player B.
- If B catches the ball in the air he takes three steps and returns the punt.
- If B does not catch the ball in the air he returns the punt from the point of retrieval.
- Set predetermined goals. The game continues until one player has to retreat behind his goal.

Variation:

- Play with teams instead of individual players.

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Suggested Monitoring Procedures

Observation.

Individual skills test.

Possible Resources

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to place kick a football to a pre-selected target area. B. The student values the skills learned to play the game of football.

State Goal	2,9
District Goal	
Program Goal	3,4,5

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Place Kicking **Group size:** individual **Materials:** footballs & tees **Procedure(s):** • Place kick the football down a line. • Measure the length of the kick and subtract the distance away from the line. • Mark off specific areas on the field and have students kick to the designated area. 47	Observation of students kicking techniques.	
		District Resources 48

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	3,4,5

Student Learning Objective(s) A. The student is able to change a football from hand to hand while running. B. The student values the skills learned to play the game of football.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Football Relay **Group size:** class **Materials:** footballs **Procedure(s):** • Divide class into equal teams. • Each team lines up with members about 5 yards apart. • First person weaves in and out changing the ball from hand to hand. • Upon completion of the run he hands the ball to the next person and takes his spot. • First team with everyone finished wins.	Observation of individual students noting their ability to change a football from one hand to another while running.	
		District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the basic rule of touch or flag football B. The student is able to play a flag or touch football game using official rules. C. The student values the skills learned to play the game of football. D. The student values football as a leisure activity. E. The student values cooperation required for success in football games.

State Goal	2,9
District Goal	
Program Goal	3,4,5

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Flag or Touch Football **Group size:** 11 per team **Materials:** football, flags **Procedure(s):** . Rules are outlined to both teams. . Participate in a game using regulation rules.	Observation. Written test.	
		District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to execute legal screening and blocking technique. B. The student knows that football is a team sport involving the skills of passing, catching, kicking, defending, blocking, centering and carrying the football.

State Goal	2,9
District Goal	
Program Goal	3,4,5

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Fleetball **Group size:** 11 per team or less **Materials:** football **Procedure(s):** • Rules of football unless otherwise stated. • The ball may be passed at anytime from anywhere. • More than one pass may be completed on any given play. • If incomplete, the ball goes back to the point where it was thrown.	Observation.	
		District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Frisbee		7-8	7	8	9	

The student knows:

- the basic rules of a variety of team frisbee games.
- the basic strategies used in a variety of team frisbee games.
- the skills involved in team frisbee games; e.g., tossing and catching.

The student is able to:

- successfully participate in a variety of team frisbee games.
- apply offensive and defensive strategies in team frisbee games.

The student values:

- team frisbee games as leisure activities.
- cooperation required for success in team frisbee games.

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows skills involved in team frisbee games, e.g. tossing and catching. B. The student knows the basic strategies used in a variety of team frisbee games. D. The student is able to apply offensive and defensive strategies in team frisbee games. E. The student values cooperation required for success in team frisbee games.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,5

Suggested Activities: Grade(s) 7-12	Suggested Monitoring Procedures	Possible Resources
Title: Frisbee Football **Group size:** groups of six **Materials:** football flags, frisbees **Procedure(s):** . Regular flag football rules apply modified for frisbee, e.g. scoring, centering, playing area. . Two groups of six play against each other in a specified playing area. . Team with the most points at end of playing time wins. **Variations:** . 3 on 3. . 4 on 4. . Pass and catch contests.	Teacher observation. Written and skills test.	Flag Football Rules and Strategies. District Resources

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,5

Student Learning Objective(s) A. The student knows the basic rules of a variety of team frisbee games. B. The student knows the skills involved in team frisbee games, e.g. tossing and catching. C. The student is able to successfully participate in a variety of team frisbee games. D. The student values team frisbee games as leisure activities.

Related Area(s)

Suggested Activities: Grade(s)

Title: Ultimate Frisbee
Group size: groups of seven
Materials: frisbees, pinnies

Procedure(s):

- Ultimate frisbee is a fast moving competitive, non-contact sport involving basically basketball and football skills.
- The object of ultimate frisbee is to gain points by scoring goals, i.e. catching the frisbee in the end zone.
- The frisbee may only be passed.
- The defensive team gains possession whenever the offensive team's pass is incomplete, intercepted, knocked down or goes out-of-bounds.
- When a foul occurs, play stops and an opponent player gains possession at the point of infraction.
- Substitutions can be made only:
  1. After a goal and before the ensuing throw-off.
  2. To replace an injured player.
  3. After periods of play.

Suggested Monitoring Procedures

Teacher observation.

Peer observation.

Possible Resources

Bud Turner, Seattle School District.

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Gym Hockey		7-8	7	8	9	

The student knows:

- that gym hockey is a team sport that involves the skills of stick handling, passing, checking and goal tending.
- the basic rules of gym hockey.

The student is able to:

- handle the hockey stick correctly while passing or receiving.
- pass the puck accurately to a stationary or moving partner.
- receive a puck from a partner while stationary or moving.
- perform basic goal keeping skills.
- perform legal checking skills.
- successfully participate in the game of gym hockey.

The student values:

- skills learned that are necessary to play hockey effectively.
- hockey as a leisure activity.
- cooperation required for success in gym hockey games.

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,5

Student Learning Objective(s) A. The student knows that gym hockey is a team sport that involves the skills of checking. B. The student is able to perform legal checking skills. C. The student values skill learned that are necessary to play hockey effectively.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Steal the Bacon **Group size:** small **Materials:** hockey stick for each student **Procedure(s):** . Line participants up on each side of the gym and give a number to each. . Call out one number. . A player from each team runs to the middle (where the puck is) and tries to take it to the opposite side, (over a designated line) with the puck on their stick. **Variations:** . Call 2 or 3 numbers.	Skills test. Teacher observation.	
		District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to perform basic goal keeping skills. B. The student knows that gym hockey is a team sport that involves the skills of stick handling, passing, checking and goal tending. C. The student values skills learned that are necessary to play hockey effectively. D. The student values hockey as a leisure activity. E. The student is able to handle the hockey stick correctly while passing or receiving. F. The student is able to pass the puck accurately to a stationary or moving partner. G. The student is able to receive a puck from a partner while stationary or moving.

State Goal	2,9
District Goal	
Program Goal	4,5

Suggested Activities: Grade(s)______	Suggested Monitoring Procedures	Possible Resources
Title: 3 on 2 Scrimmage Group size: small Materials: hockey sticks, pucks, goal Procedure(s): • Form 3 lines mid-court facing goal, each player has a stick; these players are on the offense. • The two defensive players include one goalie and one full-back. • The three offensive players pass the puck and work for the open shot. • The defensive players try to get the puck and prevent the shot. • Play stops when the defense gets the puck cleared or a goal has been scored. • Rotate: (Two offense players on the sides become defense; defense goes to the end of the offense lines).	Skills tests. Game situation. Teacher evaluation.	District Resources

C3

C4

Suggested Activities: Grade(s)________

Suggested Monitoring Procedures

Possible Resources

Title: Obstacle Course
Group size: small
Materials: hockey sticks and pucks

Procedure(s):

- Form teams and lay out courses according to your group size.
- Use cones or chairs to dribble around.
- Set up a goal cage at the end for shooting.
- Pass to wall, receive it on the stick and pass it back.

Variations:

- Use partners and pass back and forth.
- One plays offense, one defense; dribble and guard.
- Team competition.
- Individual contest (time).

District Resources

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Suggested Objective Placement 7-8

State Goal	2.9
District Goal	
Program Goal	4.5

Student Learning Objective(s) A. The student knows the basic rules of gym hockey. B. The student is able to successfully participate in the game of gym hockey. C. The student values cooperation required for success in gym hockey games.

Related Area(s) ______

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
Title: Gym Hockey Game Group size: 10-22, teams of 5-11 Materials: hockey sticks, puck goal area or cage Procedure(s): • Define boundaries, allow puck to be played off the wall where workable. • Designate offense and defense players. (They must stay on their 1/2 of the court.) • Begin with a face off in center court (players facing each other and sidelines) on the whistle. • Sticks must be kept below the knee, cannot kick the puck, foul another player or go off-side. • Free hits are given to the opposite team when a rule is violated. • One point for each goal.	Observe to see that basic rules are followed.	
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Hocker		7-8	7	8	9	

The student knows:

- the basic rules of hocker.
- that hocker is a team sport that involves the combined skills of basketball and soccer.

The student is able to:

- successfully participate in the game of hocker.

The student values:

- hocker as a vigorous leisure activity.
- cooperation required for success in hocker games.

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Suggested Objective Placement 7-8

State Goal	2.9
District Goal	
Program Goal	4.6

Student Learning Objective(s) A. The student knows the basic rules of hocker. B. The student knows that hocker is a team sport that involves the combined skills of basketball and soccer. C. The student values cooperation required for success in hocker games.

Related Area(s) ____________

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
Title: Hocker Rules Presentation **Group size:** entire class **Materials:** handouts, chalkboard, or transparencies and overhead projector. **Procedure(s):** . Diagram a hocker court complete with goals. . Designate playing positions for starting the game. . Describe the objectives of the game and methods of scoring. . Define the rules for both offensive and defensive players. . Demonstrate skills and maneuvers for clarity and understanding. . Stress safety rules and considerations.	Written quiz covering the basic rules of hocker.	District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the basic rules of hocker. B. The student knows that hocker is a team sport that involves the combined skills of basketball and soccer. C. The student is able to successfully participate in the game of hocker. D. The student values hocker as a vigorous leisure activity.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Hocker **Group size:** teams of 5-11 players **Materials:** target shirts and a 16 inch playground ball. **Procedure(s):** . Identify the playing boundaries and goals. . Identify teams and assign target shirts to all members of one team. . Determine the goal each team will defend. . Assign positions on the field or court and play the game in accordance with official rules. **Variations:** . Play the game in a gym. . Vary the number of players on each team.	Teacher observation of students to determine if they know basic rules and to evaluate their skills.	
		District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Soccer		7-8	7	8	9	

The student knows:

- that soccer is a team sport that involves the skills of dribbling, passing, trapping, goal keeping, tackling, shielding, and throwing in.
- the rules of soccer.

The student is able to:

- dribble a soccerball under control at various speeds.
- trap a soccerball with different body parts.
- pass a soccerball accurately to a stationary or moving partner using various parts of the foot.
- head a soccerball properly.
- perform a legal two hand throw-in.
- perform basic goal-keeping skills.
- execute legal tackling skills.
- shield correctly against a defender.
- successfully participate in the game of soccer using official rules.

The student values:

- the uniqueness of soccer skills.
- soccer as a leisure activity.
- cooperation required for success in soccer games.

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to head a soccerball properly. B. The student is able to perform a legal two hand throw-in.

State Goal	2,9
District Goal	
Program Goal	1,4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Throw-Head-Catch
Group size: 3 on 3, 4 on 4
Materials: soccerball

Procedure(s):
- A player starts with the ball in his hands. He makes an overhand throw to a teammate who must head the ball to a third player who may then catch the ball again.
- Interceptions are made by heading.
- If ball touches ground other team gets it.
- The object is to advance the ball over the goal line.

Suggested Monitoring Procedures

Observation.

Skills test.

Possible Resources

District Resources

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	1,4,6

Student Learning Objective(s) A. The student is able to trap a soccerball with different body parts. B. The student is able to pass a soccerball accurately to a stationary or moving partner using various parts of the foot.

Related Area(s)

Suggested Activities: Grade(s)

Title: Keep Away
Group size: 5-10
Materials: soccerball

Procedure(s):

- Group is in a circle with one person in the middle.
- The person in the middle tries to intercept the ball as it is passed around the circle.
- Anyone making a bad pass or trap goes in the middle.

Variations:

- Specific trap or pass must be used.
- Two men in the middle.

Suggested Monitoring Procedures

Observation.

Skills test.

Possible Resources

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to dribble a soccerball under control at various speeds.

State Goal	2,9
District Goal	
Program Goal	1,4,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Dribble Tag Group size: class Materials: soccerball Procedure(s): . Players scatter as "it" dribbles with the ball and attempts to hit another player. . Anyone hit with the ball becomes "it".	Observation. Skills test.	
		District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to perform basic goal-keeping skills. B. The student is able to execute legal tackling skills. C. The student is able to shield correctly against a defender.

State Goal	2,9
District Goal	
Program Goal	1,4,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Goal Pursuit Group size: 2 on 2 Materials: soccerball, goal Procedure(s): . Two forwards go against a defender and a goal keeper on 1/3 of the field. . Five points are given for a goal. . One point is given for the defense each time the ball is cleared over the 1/3 field line. 81	Observation.	District Resources 82

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	1,4,6

Student Learning Objective(s) A. The student knows that soccer is a team sport that involves the skills of dribbling, passing, trapping, goal keeping, tackling, shielding, and throwing in. B. The student is able to successfully participate in the game of soccer using official rules. C. The student values the uniqueness of soccer skills. D. The student values soccer as a leisure activity. E. The student values cooperation required for success in soccer games.

Related Area(s)

Suggested Activities: Grade(s)	**Suggested Monitoring Procedures**	**Possible Resources**
Title: Soccer Group size: 11 per team Materials: soccerball, goal Procedure(s): • Participate in a soccer game using regulation rules.	Observation. Skills test. Written test.	
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement		
Softball		7-8	7	8	9

The student knows:

- that softball is a team sport that involves the skills of throwing, catching, batting, fielding and base running.
- the basic rules of softball.

The student is able to:

- throw a softball accurately to a partner at a distance commensurate with their age level.
- successfully bat a softball off a tee or when self-tossed, and pitched.
- catch a softball thrown by a partner.
- field a softball with appropriate technique.
- run the bases in proper order and at the proper time.
- successfully participate in the game of softball using official rules.

The student values:

- playing by the rules for fun and safety.
- softball as a leisure activity.
- the cooperation required for success in softball games.

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the basic rules of softball. B. The student is able to successfully participate in the game of softball using official rules. C. The student values playing by the rules for fun and safety. D. The student values cooperation required for success in softball games.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	1,4,5

Suggested Activities: Grade(s)

Title: Getting 3

Group size: entire class or groups of 12-15

Materials: gloves, softballs, bases, bats

Procedure(s):

- Select 3 or 4 students to be at bat. The rest of the class or group is in the field.
- The group at bat continues until they have accumulated 3 outs.
- Select or rotate another group to bat and they continue until they have three outs.
- Continue until every student has had an opportunity to bat, keeping track of total runs scored by each group.
- Game situation - batters run bases, strikes are called, walks can be issued.

Variations:

- 2 outs instead of 3.
- Each group can have a set amount of hits, e.g. three hits per person.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that softball is a team sport that involves the skills of throwing, catching, batting, fielding and base running. B. The student is able to successfully bat a softball off a tee or when self-tossed and pitched and field a softball with appropriate technique. C. The student values softball as a leisure activity.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	1,4,5

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Five Hundred **Group size:** 6-12 players **Materials:** softballs, bats, gloves **Procedure(s):** • One person is up to bat (may use batting tee, pitcher, or self-tossed). • Players out in the field attempt to become the batter by reaching a score of 500. • Scoring is as follows: 100 points - catching a fly ball. 75 points - catching a ball on the first bounce. 50 points - catching a ball on the second bounce. 25 points - fielding a grounder. • Points are subtracted from the fielders score if he or she fails to handle a ball properly. Example: dropping a fly ball, fielder subtracts 100 from his/her total score.	Teacher observation. Skills test.	Turner, Lowell (Bud), and Turner, Susan L., Creative Experiences Through Sport, Palo Alto, CA., Peek Publications, 1979, p. 110. **District Resources**

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that softball is a team sport that involves the skills of throwing, catching, batting, fielding and base running. B. The student is able to successfully bat a softball off a tee or when self-tossed and pitched and field a softball with appropriate technique. C. The student values softball as a leisure activity.

State Goal	2,9
District Goal	
Program Goal	1,4,5

Related Area(s) ____________

Suggested Activities: Grade(s) ________

Title: Popping Cans
Group size: individuals
Materials: three pound coffee cans or equivalent, tennis, rubber or plastic balls

Procedure(s):

- Have students throw the ball in the air and then try to catch it in the can. (The ball bounces high and "pops" in the can.)
- Have students see how many times they can keep the ball popping.
- This is a good activity for developing eye, hand coordination, as the can is similar to the pocket found in a softball glove.

Variation:

- Have the student attempt to alternate the "pops" from the inside to the outside (bottom) of the can and back inside.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Possible Resources

Turner, Lowell (Bud), and Turner, Susan L., Creative Experiences Through Sport, Palo Alto, CA., Peek Publications, 1979, p. 110.

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the basic rules of softball. B. The student is able to throw a softball accurately to a partner at distance commensurate with his/her age level. C. The student is able to catch a softball thrown by a partner. D. The student is able to run bases in proper order and at the proper time. E. The student values XXXXXXXXXXX(s) softball as a leisure activity.

State Goal	1,2,9
District Goal	
Program Goal	1,4,5

Suggested Activities: Grade(s) ______

Title: Around the Horn
Group size: entire class or groups of 12
Materials: softballs, gloves, bases

Procedure(s):

- Divide the class into 4 groups. One group at each base.
- First person in each group steps to a base.
- Home base begins by throwing softball to first base, following throw by running to first base.
- First base catcher throws to second base, then runs to second.
- Second base catcher throws to third, then runs to third.
- Third base catcher throws home, then runs home.
- As soon as home base thrower runs to first base, second person in line begins same progression.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Turner, Lowell (Bud), and Turner, Susan L., Creative Experiences Through Sport, Palo Alto, CA., Peek Publications, 1979, pp. 114-116.

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the basic rules of softball. B. The student is able to throw a softball accurately to a partner at distance commensurate with his/her age level. C. The student is able to catch a softball thrown by a partner. D. The student is able to run bases in proper order and at the proper time. E. The student values XXXXXXXXXXX(s) softball as a leisure activity.

State Goal	1,2,9
District Goal	
Program Goal	1,4,5

Suggested Activities: Grade(s)________	Suggested Monitoring Procedures	Possible Resources
Title: Softball Tossing Group size: entire class Materials: wall number chart; outline map; health poster of the body, beanbags, darts, nerf balls Procedure(s): . Make up wall charts for the three disciplines of math, social studies and health. . Have students throw at the targets from a set distance. . Points are given for accuracy, e.g. add, subtract, multiply and divide in math; identify states on maps in social studies; identify body parts in health.	Teacher observation.	Turner, Lowell (Bud), and Turner, Susan L., Creative Experiences Through Sport, Palo Alto, CA., Peek Publications, 1979, pp. 114-116.
		District Resources

	Page	Suggested Grade Placement	District Placement		
SUBJECT: Physical Education					
SPECIFIC AREA: Team Sports					
Speedball		7-8	7	8	9

The student knows:

- the rules of speedball.
- that speedball is a game that combines the skills of soccer and football.
- speedball is a team sport that involves the skills of dribbling, passing, kicking, throwing, goal tending, trapping, and blocking.
- the rules of speedball sufficiently to play and officiate.

The student is able to:

- successfully participate in the game of speedball by applying the skills learned.

The student values:

- skills learned that are necessary to play the game of speedball.
- cooperation required for success in a speedball game.

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows the rules of speedball. B. The student knows that speedball is a game that combines the skills of soccer and football. C. The student knows speedball is a team sport that involves the skills of dribbling, passing, kicking, throwing, goal tending, trapping, and blocking. D. The student knows the rules of speedball ~~Related Area~~(s) sufficiently to play and officiate.

Suggested Activities: Grade(s)

Title: Speedball
Group size: class
Materials: soccerball and goals

Procedure(s):

- Identify boundaries and goals.
- Identify teams.
- Determine goal each team is to defend.
- Play game in accordance with official rules.

Variations:

- Modify rules for varying conditions (i.e. gym)

Suggested Monitoring Procedures

Observation.

Possible Resources

Soccer Activities.

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to successfully participate in the game of speedball by applying the skills learned. B. The student values skills learned that are necessary to play the game of speedball. C. The student values cooperation required for success in a speedball game.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Speedball **Group size:** class **Materials:** soccerball and goals **Procedure(s):** . Identify boundaries and goals. . Identify teams. . Determine goal each team is to defend. . Play game in accordance with official rules. **Variations:** . Modify rules for varying conditions (i.e. gym).	Observation.	Soccer Activities.
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Team Handball

Page	Suggested Grade Placement	District Placement			
	7-8	7	8	9	

The student knows:

- team handball involves the skills of dribbling, passing, running, pivoting, throwing, guarding and goal tending.
- team handball developed from the games of football, volleyball, basketball and soccer.
- the rules of team handball.

The student is able to:

- advance the ball legally by dribbling, passing or running.
- shoot goals with proper strategy and technique.
- take the proper position and defend the goal areas.
- perform goal-keeping skills and execute legal blocking.
- successfully participate in a game of team handball using official rules.

The student values:

- the need for team play and cooperation.
- playing by the rules for fun and safety.

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to advance the ball legally by dribbling, passing or running.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Dribble, Run and Pass **Group size:** 8 to 10 **Materials:** handball **Procedure(s):** • Teams are arranged in two files facing one another. • Have the student dribble the ball, run three steps and pass to a team mate. • The student then returns to the end of his/her file. • Each team scores points on the number of accurate combinations of dribbling, taking three steps and passing in a one minute time frame. **Variation:** • Cut down the size of the group and use more handballs to increase the participation.	Observation.	District Resources

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Suggested Objective Placement 7-8

State Goal	2.9
District Goal	
Program Goal	4.6

Student Learning Objective(s) The student is able to take the proper position and defend the goal areas.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Area Responsibility Group size: 16 Materials: team handball Procedure(s): • The gym is divided into three areas. • The two end areas have a goalie, three up men and three defenders. • The center area is a smaller area with one on one. • The game is played with the players learning to stay within their position area. • Scoring can be made from any area of the court.	Observation. Skill and strategy used.	District Resources

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) The student is able to perform goal-keeping skills and execute legal blocking.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Goal Pursuit Group size: Four Materials: team hand ball Procedure(s): • Two up men go against defender and goalie on one end of the gym. • Three points are given for an offensive score. • One point is given for a good defender block. • One point is given for a goalie block.	Observation.	District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that team handball involves the skills of dribbling, passing, running, pivoting, throwing and goal tending. B. The student values playing by the rules for fun and safety.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Team Handball **Group size:** 9 per team **Materials:** team handball **Procedure(s):** . Participate in a game using regular rules. . The game can be played inside or outside.	Observation. Skill test. Written test.	

District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Volleyball		7-8	7	8	9	

The student knows:

- that volleyball is a team sport involving the skills of serving, setting, bumping, digging, blocking and spiking.
- the basic rules of volleyball.

The student is able to:

- successfully participate in a game of volleyball using skills learned.

The student values:

- playing by the rules for fun and safety.
- volleyball as a leisure activity.
- the cooperation required for success in volleyball games.

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows that volleyball is a team sport involving the skills of serving, setting, bumping, digging, blocking and spiking. B. The student knows the basic rules of volleyball. C. The student values volleyball as a leisure activity.

Related Area(s) ________

Suggested Activities: Grade(s) ________

Title: 3 on 3
Group size: groups of 3
Materials: volleyball nets/court
volleyballs

Procedure(s):
- 1 group begins on each side of the net.
- Ball is tossed or served to one group and they play the ball over the net.
- Play continues back and forth until ball is dead or an error is committed.
- Game consists of 15 points.

Variations:
- Same group of 3 stays on until they reach 6 points. Regulation volleyball rules/skills are involved.
- 2 teams which send out 3 players at a time. After a point is scored each side sends out a different group of 3.
- 3 hits on a side.
- 2 hits on a side
- 1 on 1, 2 on 2, 4 on 4, 5 on 5, 6 on 6.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

District Resources

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows that volleyball is a team sport involving the skills of serving, setting, bumping, digging, blocking and spiking. B. The student knows the basic rules of volleyball. C. The student is able to successfully participate in a game of volleyball using skills learned. D. The student values volleyball as a leisure activity.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Elimination Group size: entire class or small to medium groups Materials: volleyball, volleyball net and court Procedure(s): • Divide class into 2 teams. • Ball is tossed or served to one team who plays the ball over the net. • Play continues until ball is dead or an error is committed. • If a player makes an error or allows the ball to hit the floor, he/she is eliminated from the game. • Game continues until one team is eliminated.		Turner, Lowell (Bud), and Turner, Susan L., Creative Experiences Through Sport, Palo Alto, CA., Peek Publications, 1979, p. 182 District Resources

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows that volleyball is a team sport involving the skills of serving, setting, bumping, digging, blocking and spiking. B. The student knows the basic rules of volleyball. C. The student is able to successfully participate in a game of volleyball using skills learned. D. The student values volleyball as a leisure activity.

Related Area(s)

Suggested Activities: Grade(s)

Title: 60 Second Freeze
Group size: entire class; two teams
Materials: net, beachballs, plastic balls, foam rubber rings, frisbees

Procedure(s):

- Divide the class into two teams, one on each side of the net.
- Have students serve (overhand or underhand) as many balls as they can over the net in sixty seconds.
- Have a sixty second "freeze" signal at the end of which all players stop serving.
- The team with the fewest balls in their court wins.

Suggested Monitoring Procedures

Possible Resources

Turner, Lowell (Bud), and Turner, Susan L., Creative Experiences Through Sport, Palo Alto, CA., Peek Publications, 1979, p. 162

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Aquatics		7-8	7	8	9	
The student knows: . that the area of aquatics may include swimming, diving, and water sports. . that water safety skills are important for survival. . the definition of swimming terms related to staying afloat including floating, sculling, stroking and treading water.						
The student is able to: . describe the various areas of aquatics. . demonstrate basic water safety and rescuing techniques. . stay afloat using a variety of swimming techniques. . demonstrate the basic strokes in swimming.						
The student values: . swimming as a leisure activity that enhances physical fitness.						

Suggested Objective Placement 7-8

State Goal	2,9,10
District Goal	
Program Goal	3,4

Student Learning Objective(s) A. The student knows that the area of aquatics may include swimming, diving and water sports. B. The student is able to describe the various areas of aquatics.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Water Softball **Group size:** medium **Materials:** plastic bat and ball, 3 buoy bases **Procedure(s):** . Have home plate located in the shallow end and adjust bases to skill level. . When the batter hits, he/she swims to base. **Variations:** . Work-up		
		District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that water safety skills are important for survival. B. The student is able to demonstrate basic water safety and rescuing techniques.

State Goal	2,9,10
District Goal	
Program Goal	3,4

Related Area(s)

Suggested Activities: Crade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Reaching/Throwing Assists Group size: small Materials: rope and buoy (ring), kickboard, towel and pole	Skills test. Teacher observation.	Red Cross Movies. Red Cross Water Safety Instruction Book.
		District Resources

Procedure(s):

- Explain/demonstrate rescuing techniques of reaching and throwing assists.
- Have swimmers pair up.
- Rescuer lays on the pool edge and extends one arm to tired swimmer. Same thing with something to extend arm, e.g. towel or pole.
- Rescuer throws a line and ring to tired swimmer.
- Rescuer throws a kickboard or life jacket to tired swimmer.

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Suggested Objective Placement 7-8

State Goal	2,9,10
District Goal	
Program Goal	3,4

Student Learning Objective(s) A. The student knows the definition of swimming terms related to staying afloat including floating, sculling, stroking and treading water. B. The student is able to stay afloat using a variety of swimming techniques. C. The student is able to demonstrate the basic strokes in swimming. D. The student values swimming as a leisure activity that enhances physical fitness.

~~Related Area~~(s)

Suggested Activities: Grade(s)

Title: I. Floating & II. Sculling.
Group size: small
Materials: swim suits, pool

Procedure(s):

I.

- When student is used to the water, have them hold onto the side of the pool and put their face in the water and their legs out behind them.
- Have the student stand away from the wall and fall towards it, keep backing up until they are floating.
- Have students do a "dead man's" float, face down, as well as they can.
- Backfloat: have a partner hold student's head and have them relax on their back with their arms out.

II.

- When students can float on their back and front, have them propel themselves by making small circles with their hands close to their bodies.
- Try figure eights.
- Go forward, go backwards (switch hand directions).
- Have sculling races or routines.

Suggested Monitoring Procedures

Skills test.

Teacher observation.

Possible Resources

Clayton, Robert D., Aquatic Instruction Coaching and Management, Minneapolis, Minn., Burgess Publishing Co., 1970.

District Resources

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Suggested Objective Placement 7-8

State Goal	2,9,10
District Goal	
Program Goal	3,4

Student Learning Objective(s) A. The student knows the definition of swimming terms related to staying afloat including floating, sculling, stroking and treading water. B. The student is able to stay afloat using a variety of swimming techniques. C. The student is able to demonstrate the basic strokes in swimming. D. The student values swimming as a leisure activity that enhances physical fitness.

~~Related Area~~(s)

Suggested Activities: Grade(s)______	Suggested Monitoring Procedures	Possible Resources

Title: Swim Tag/Follow the Leader

Group size: medium

Materials: swim suits, pool

Procedure(s):

- Participants know how to swim and tread water.
- Designate a swimmer as "it".
- No standing allowed.
- Use different strokes and tread water to keep from being it.

Variations:

- When tagged, swimmer becomes frozen and has to tread water. (until unfrozen)
- Designate one swimmer as leader.
- He/she varies the stroke.
- Group swims in a large circle around the pool or in a snake line.

District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Archery		7-8	7	8	9	

The student knows:

- the safety rules of archery.
- the archery equipment necessary for participating in archery.
- that the basic archery skills are stance, grip, masking, drawing, anchoring, aiming, release and follow-through.
- basic archery terminology.

The student is able to:

- participate in various archery games using good safety rules.
- list the basic pieces of archery equipment.
- execute the basic archery skills using appropriate form.
- string and unstring a bow safely and correctly.

The student values:

- archery as a leisure activity.

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Suggested Objective Placement 7-8

State Goal	2,9,10
District Goal	
Program Goal	3,4

Student Learning Objective(s) A. The student knows the safety rules of archery, the equipment, and the terminology applied to the various components. B. The student is able to participate in various archery games by using good safety rules. C. The student is able to string and unstring a bow safely and correctly.

Related Area(s)

Suggested Activities: Grade(s)

Title: Safety Precautions
Group size: 10-20
Materials: Armguards, fingertabs, bows, arrows, quiver for holding arrows (boxes can be used)

Procedure(s):

- Have each student string and unstring the bow by placing the back of the bow toward the archer with the lower end of the bow against the left instep.
- Hold the bow with the left hand at the handle, place the heel of the right hand just below the loop of the string. Pull with the left hand and press down with the right until the string can be pushed into the upper notch of the bow.
- The students will straddle the shooting line, nock, draw, aim, hold and release with follow through on command, demonstrating safety precautions in each action.

Suggested Monitoring Procedures

Observe.

All archers are behind shooting line before arrow is nocked.

Arrow is never drawn beyond back of bow.

Students shoot with concentration and control.

Student steps back from line when arrows are shot.

Student waits for signal to retrieve arrows.

Possible Resources

Washington State Physical Education Guide, pp. 7-12, 1961.

District Resources

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,5

Student Learning Objective(s) A. The student knows the skills of stance, grip, masking, drawing, arching, aiming, release and follow-through. B. The student is able to execute the basic archery skills using appropriate form. C. The student values archery as a leisure activity.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Technique of Shooting **Group size:** 10-20 **Materials:** Armguards, fingertabs, bows, arrows, quiver **Procedure(s):** • Have students pair up. • Give each student a check list of good form, stringing, standing position, bowgrip, nocking, drawing to anchor point, aiming and holding, release and follow through, withdrawing arrows. • As one student goes through the techniques of shooting, he/she will be analyzed by him/herself and his/her fellow student.	Observation and use of the student analyzed check list.	Washington State Physical Education Guide, pp. 7-12, 1961.

District Resources

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Individual/Dual Sports						
Badminton		7-8	7	8	9	

The student knows:

- that badminton is an individual sport that involves the skills of serving, striking and receiving.
- the equipment needed for the game.
- the terminology, scoring and rules of the game.

The student is able to:

- perform an underhand serve into the proper court.
- perform efficient forehand and backhand strokes.
- play a regulation game.

The student values:

- badminton as a leisure activity.
- proper use of equipment.

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows that badminton is an individual sport that involves the skills of serving, striking and receiving. B. The student knows the equipment needed for the game. C. The student knows the terminology, scoring and rules of the game. D. The student values proper use of equipment.

Related Area(s)

Suggested Activities: Grade(s)

Title: Badminton Introduction
Group size: class
Materials: handouts, chalkboard or transparencies and overhead projector, film loops.

Procedure(s):

- Diagram a badminton court.
- Explain positions for starting the game.
- Describe the objectives of the game and methods of scoring.
- Define rules for both offensive and defensive players.
- Demonstrate or show skills and maneuvers for clarity and understanding.
- Stress care of equipment.

Suggested Monitoring Procedures

Written test.

Possible Resources

Diagram Group, Enjoying Racquet Sports, New York and London Paddington Press Ltd., 1978.

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to perform an underhand serve into the proper court.

State Goal	2,9
District Goal	
Program Goal	4,6

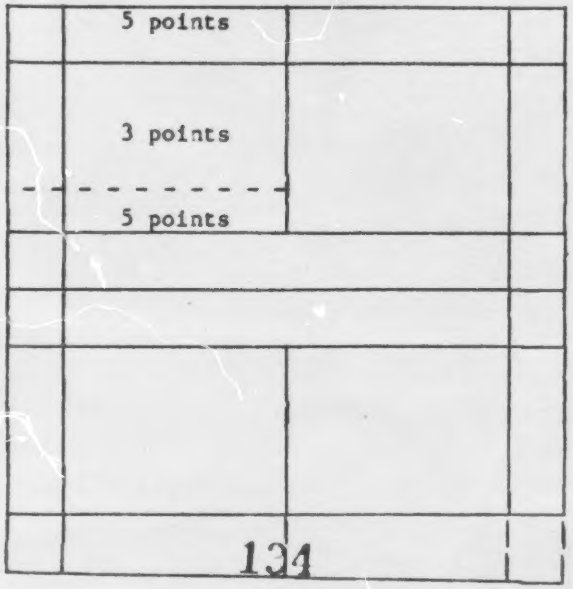
Related Area(s)

Suggested Activities: Grade(s)

Title: Underhand Serve
Group size: individual
Materials: racquet & birdie, net, court

Procedure(s):

- Designate the court to be served to.
- Mark the court into areas giving a higher score in preferred areas.
- Designate a set number of serves and total the points scored.



Suggested Monitoring Procedures

Total points achieved.

Possible Resources

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to perform efficient forehand and backhand strokes.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Forehand and Backhand
Group size: 2-4
Materials: racquets & birdies, net, court

Procedure(s):

- Using forehand and backhand strokes, count the number of times the birdie is kept in play.

Variation:

- Using 2 teams, have the person at the front of the line return the birdie and then move to the end of the line.

Suggested Monitoring Procedures

Count the number of legal returns without a miss.

Possible Resources

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to play a regulation game. B. The student values badminton as a leisure activity.

State Goal	2.9
District Goal	
Program Goal	4.6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Badminton **Group size:** 2-4 **Materials:** racquets & birdies, net, court **Procedure(s):** • Identify opponents. • Play a game in accordance with official rules.	Observation. Monitor scores.	
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

Bowling

Page	Suggested Grade Placement	District Placement			
	7-8	7	8	9	

The student knows:

- proper bowling ball selection suitable to individual requirements; e.g. weight, grip.
- the definition of terms associated with rules and scoring procedures.
- the basic skills of bowling, e.g. approach, release, stance, follow-through.

The student is able to:

- demonstrate the proper bowling skills.
- score a game.

The student values:

- bowling as a leisure activity.

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Suggested Objective Placement 7-8

State Goal	2.9
District Goal	
Program Goal	4.6

Student Learning Objective(s) A. The student knows the definition of terms associated with rules and scoring procedures. B. The student is able to score a game of bowling.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Presentation on Scoring for Bowling **Group size:** entire class **Materials:** overhead projector and transparencies and/or chalkboard, bowling score sheets for each student. **Optional:** film strips on scoring bowling **Procedure(s):** . Teach students how to score bowling along with proper terminology and definitions of terms such as frame, strike, spare, open frame, turkey, split. . Practice scoring by providing students with the pinfall for each ball rolled and have each enter the scores and symbols on their official score sheet.	Scoring and terminology test.	District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows proper bowling ball selection suitable to individual requirements, e.g. weight, grip.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Ball Selection Group size: entire class Materials: a variety of bowling balls Procedure(s): . Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively. Consider weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes. . Have groups of approximately six students at a time select a ball from the storage racks, applying the information presented. . Check each student's selection for accuracy of application of the factors presented. . Have students note the number or code and color of the ball selected for future reference.	Teacher inspection of student selection of bowling balls.	
		District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the basic skills of bowling, e.g. approach, release, stance, follow through. B. The student is able to demonstrate the proper bowling skills. C. The student values bowling as a leisure activity.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Gym Bowling
Group size: 2-3 students per gym bowl set
Materials: gym bowl kits

Procedure(s):

- Pair up the students and instruct them to observe and critique each other based upon the demonstration and instructions you give.
- Start with half the students on a line.
- Have them assume a stance, holding an imaginary ball ready for their approach.
- Have a partner critique their stance and exchange roles. (Teacher monitors to assure compliance.)
- Next teach the 4 step approach by coordinating the steps with commands: "Push" - "Down" - "Back" - "Slide" or a similar set of descriptive terms.
- Right-handed bowlers should take the first step with their right foot on the command "Push".
- Have partners take turns performing and critiquing.
- Add the gym bowling ball and perform the stance, approach and delivery using the ball.
- Set up three pins and have students bowl for accuracy, applying the skills just learned.
- Progress to a set of 10 pins at the appropriate distance and have students practice bowling.
- Progress to a bowling alley and apply skills while "shadow" bowling and/or actual bowling.

Suggested Monitoring Procedures

Teacher observation.

Pinfall on actual games.

Possible Resources

District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Cross Country Running		7-8	7	8	9	

The student knows:

- cross country involves running varying distances over varying terrain.
- proper warm-ups and running form.

The student is able to:

- run distances that are appropriate to his/her age and level of fitness.
- demonstrate appropriate cross country warm-up techniques.
- run at specific paces for extended lengths of time.

The student values:

- cross country running as an aid to cardiovascular endurance and an aid in maintaining one's overall state of physical fitness.

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows cross-country involves running varying distances over varying terrain. B. The student is able to apply proper training techniques to increase speed and distance. C. The student values cross-country running as an aid to cardiovascular endurance and an aid in maintaining one's overall state of physical fitness.

Related Area(s)

Suggested Activities: Grade(s) 7-12	Suggested Monitoring Procedures	Possible Resources
Title: Cross-Country Run **Group size:** small **Materials:** open area **Procedure(s):** • Pick out a hilly and varying terrain about 3 miles (women), 5 miles (men). • Mark it well with red tags. • Open spaces are good areas to set up courses; roads shouldn't be used. • Have runners run this same course and decrease their time.		District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Cycling		7-8	7	8	9	

The student knows:

- that cycling can be a competitive or recreational sport.
- the basic terminology related to cycling.
- the rules of the road.

The student is able to:

- ride a bicycle using proper technique.
- ride a bicycle safely exhibiting proper speed, braking, and directional changes.
- make basic bicycle repairs.

The student values:

- cycling as a contribute to one's optimum health.
- cycling as an accepted social activity.
- cycling as a leisure and aerobic activity.

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that cycling can be a competetive or recreational sport. B. The student knows the rules of the road. C. The student is able to make basic bicycle repairs. D. The student values cycling as an contribution to one's optimum health. E. The student values cycling as a leisure and aerobic activity.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	3,4,6

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Bike Tour to Bicycle Repair Shop **Group size:** small **Materials:** bike **Procedure(s):** • Plot out a safe, enjoyable route to a near bicycle shop or bicycle repair shop for a pre-arranged demonstration.	Skills tests, e.g. change brake pads. Teacher Observation.	Film: Bicycles are Beautiful E.S.D. #121. **District Resources**

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that cycling can be a competitive or recreational sport. B. The student knows the basic terminology related to cycling. C. The student is able to ride a bicycle using proper technique. D. The student is able to ride a bicycle safely exhibiting proper speed, braking and directional changes.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	3,4,6

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Bicycle Obstacle Course Group size: 10-20 Materials: bikes, cones, parking lot Procedure(s): . Set up an obstacle course using cones, on a paved parking lot that is blocked off from traffic. . Have the students ride safely using proper speed, directional changes and braking. Variation: . Have time trials through the course. . Follow the leader.	Skills tests. Teacher Observation.	Film: Bicycling on the Safe Side. E.S.D. #121. **District Resources**

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement		
Deck Tennis		7-8	7	8	9
The student knows: • the rules associated with scoring in deck tennis. • the basic skills of deck tennis including grip, serve, catch and return.					
The student is able to: • participate in a game of deck tennis using appropriate rules. • execute the basic skills of deck tennis using appropriate rules. • execute the basic skills of deck tennis using appropriate form.					
The student values: • deck tennis as a leisure activity.					

Suggested Objective Placement 7-8

Student Learning Objective(s) The student knows the rules associated with scoring in deck tennis.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Deck Tennis Presentation Group size: entire class Materials: overhead projector and transparencies or a chalkboard and chalk, deck tennis ring, deck tennis court Procedure(s): • Present an overview of the objectives, concepts and skills of deck tennis. • Outline the court and describe basic rules of play and scoring. • Relate the similarities to badminton. • Using the court, demonstrate the situations to reinforce the scoring and service courts for singles and doubles.	Written test on deck tennis rules.	
		District Resources

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Suggested Objective Placement 7-8 2.9

Student Learning Objective(s) A. The student knows the basic skills of deck tennis including grip, serve, catch and return. B. The student is able to execute the basic skills of deck tennis using appropriate form.

State Goal	
District Goal	4,6
Program Goal	

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Skill Drills
Group size: entire class
Materials: nets, standards and deck tennis rings

Procedure(s):

- Divide the class into the number of groups equal to the number of deck tennis rings (ideal= 1 ring per 2 players).
- Instruct students to toss and catch the deck tennis ring with either hand.
- As soon as students develop some competence, assign each group to half a deck tennis court.
- Position half the group on each side of the net in a shuttle turnback formation with the first one in line in the court area and the rest behind the baseline. Each player shuttles to the end of the net.
- Attempt to get as many consecutive tosses and catches as possible using right hand only, left hand only and either hand.

Variations:

- Have groups compete with each other to determine which group can make the most consecutive tosses and catches.
- Have students alternate catching near the net and tossing to opponents back court.

Suggested Monitoring Procedures

Teacher observation.

Skill test involving catching and accuracy tossing.

Possible Resources

District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to participate in a game of deck tennis using appropriate rules. B. The student is able to execute the basic skills of deck tennis using appropriate rules. C. The student values deck tennis as a leisure activity.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Deck Tennis Game Group size: 2-4 players per court Materials: deck tennis courts, standards, nets and deck tennis rings Procedure(s): • Have students play deck tennis, applying skills practiced and rules learned. • Attempt to match students to keep competition as equal as possible.	Teacher observation.	
		District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Frisbee		7-8	7	8	9	
The student knows: . that individual and dual frisbee activities include tossing, and catching, frisbee golf (folf), and freestyling. . that frisbees come in a variety of sizes and weights.						
The student is able to: . demonstrate basic frisbee skills.						
The student values: . individual and dual frisbee skills as leisure activities.						

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Suggested Objective Placement 7-8

State Goal	2,9,10
District Goal	
Program Goal	4,6,7

Student Learning Objective(s) A. The student knows that individual and dual frisbee activities include tossing and catching, frisbee golf (folf) and freestyling. B. The student knows that frisbees come in a variety of sizes and weights. C. The student is able to demonstrate basic frisbee skills. D. The student values individual and dual frisbee skills as a leisure activities:

~~Related Area(s)~~XXXXXXXXXXXXXXX

Suggested Activities: Grade(s)________

Title: Frisbee Golf (Folf)

Group size: entire class, groups of 2, 3, or 4

Materials: frisbees, (different sizes and weights) materials or equipment for targets: ex. hula hoops, cardboard boxes, tree or post

Procedure(s):

- Divide class into small groups (2, 3, or 4).
- Each group begins at a different hole or target area.
- Each group progresses through each hole or target until all holes have been played.
- Each participant keeps track of the number of throws it takes to hit each target.
- Person or group with lowest score wins.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Possible Resources

District Resources

Suggested Objective Placement 7-8

State Goal	2,9,10
District Goal	
Program Goal	4,6,7

Student Learning Objective(s) A. The student knows that individual and dual frisbee activities include tossing and catching, frisbee golf (folf) and freestyling. B. The student knows that frisbees come in a variety of sizes and weights. C. The student is able to demonstrate basic frisbee skills. D. The student values individual and dual frisbee skills as leisure activities.

RaXXXXXXXXXXXXXX

Suggested Activities: Grade(s)

Title: Pass and Catch Folf
Group size: entire class divided into pairs
Materials: frisbees, target areas, score cards

Procedure(s):

- Each pair begins at a different target area.
- Each pair tosses and catches the frisbee moving toward the target area, keeping track of number of throws it takes to reach the target.
- Each pair progresses through each target until all targets have been played.
- Pair with lowest total score wins.

Variation:

- A penalty could be added for failure to catch the frisbee.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Golf		7-8	7	8	9	

The student knows:

- the basic skills and techniques of golf.
- that there are different types of courses.
- the definition of terms associated with rules of etiquette and scoring procedures.
- that certain clubs are associated to the lie of the ball.

The student is able to:

- demonstrate proper skills, drive, e.g. grip drive, pitch, chip and putting techniques.
- score a game of golf using either match or medal play rules.

The student values:

- golf as a leisure activity.

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6,7

Student Learning Objective(s) A. The student knows that certain clubs are associated to the lie of the ball. B. The student knows that there are different types of courses. C. The student knows the definition of terms associated with rules of etiquette and scoring procedures. D. The student is able to score a game of golf using either match or medal play rules. E. The student values golf as a leisure activity.

Related area(s)

Suggested Activities: Grade(s)_______	Suggested Monitoring Procedures	Possible Resources
Title: Golf Group size: 1-4 Materials: clubs and balls Procedure(s): • Play a match at one of the various types of courses. • Use appropriate rules of etiquette and scoring. • Use proper clubs associated with lie of the ball.	Observation. Score. Written test.	
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the basic skills and techniques of golf.

B. The student is able to demonstrate proper skills, e.g. grip, drive, pitch, chip and putting techniques.

State Goal	2,9
District Goal	
Program Goal	4,6,7

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Chipping Group size: individual Materials: 9 iron, large box, ball Procedure(s): . Place the box a designated distance from the ball. . Attempt to chip the ball into the box. . Give points for getting it in the box with lesser points for coming close.	Keep score.	
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Gymnastics		7-8	7	8	9	

The student knows:

- that the following are competive gymnastic events; balance beam, floor exercise, pommel horse, vaulting, horizontal bar, parallel bars, uneven bars and rings.
- terminology and rules related to the specific events.
- good form and skills are related to scoring in competition gymnastics.

The student is able to:

- perform individual and combination movements on self-selected pieces of apparatus.
- perform appropriate warm-ups.
- combine movements into routines using proper form.
- score performances in the various events.
- identify unsafe conditions including spotting, use of equipment and condition of equipment.

The student values:

- the contributions of gymnastics to overall fitness.

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that the following are competitive gymnastic events; balance beam, floor exercise, pommel horse, vaulting, horizontal bar, parallel bars, uneven bars and rings. B. The student knows terminology and rules related to the specific events. C. The student knows good form and skills are related to scoring in competitiive gymnastics. D. The student is able to identify unsafe conditions including spotting, use of equipment and condition of equipment.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s)

Title: Gymnastics Presentation
Group size: class
Materials: handouts, chalkboard or transparencies and overhead projector, film loops

Procedure(s):

- Describe the various events.
- Explain rules and terminology related to each event.
- Explain scoring of each event.
- Identify unsafe conditions including spotting, use and condition of equipment.
- Demonstrate with use of transparencies, film loops or proficient student.

Suggested Monitoring Procedures

Written test.

Demonstration.

Observation.

Possible Resources

Films:

WOMEN'S GYMNASTICS: An Introduction	14 min
BALANCE BEAM FUNDAMENTALS	15 min

ESD 121 Film Library

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to perform appropriate warm-ups.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Warm-Ups **Group size:** class **Materials:** mats and apparatus **Procedure(s):** • Students take turns leading warm-ups. • The student may design his/her own warm-up. • Warm-up should include stretching and simple individual or partner stunts or routines.	Observation.	Films: WOMEN'S GYMNASTICS: Floor Exercise Fundamentals 14 min ESD 121 Film Library
Title: Follow the Leader **Group size:** class **Materials:** selected apparatus **Procedure(s):** • Pick a leader to compose a routine. • The rest of the class will follow his/her lead.	Observation.	
		District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to perform individual and combination movements on self-selected pieces of apparatus. B. The student is able to score performance in various events. C. The student values the contributions of gymnastics to overall fitness.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Routines
Group size: class
Materials: mats and apparatus

Procedure(s):

- Student will perform a routine that he/she has written and practiced ahead of time.
- The class will observe the routine and score the event.

Suggested Monitoring Procedures

Average the class score of the routine.

Teacher score of routine.

Possible Resources

District Resources

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Individual/Dual Sports						
Hacky Sack		7-8	7	8	9	

The student knows:

- that hacky sack can be played individually or in groups.
- that the idea behind hacky sack is to keep the object footbag in constant flight.
- that hacky sack is basically an eye-foot coordination game.

The student is able to:

- perform the basic skills involved in hacky sack, e.g., the toe kick, knee kick, back kick, and outside kick.

The student values:

- that hacky sack is a game of balance and coordination that can be played in or out-of-doors as a leisure activity.

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that hacky sack can be played individually or in groups. B. The student knows that the idea behind hacky sack is to keep the object (footbag) in constant flight. C. The student is able to perform the basic skills involved in hacky sack, e.g. the toe kick, knee kick, back kick and outside kick.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Hacky Sack Kicks
Group size: individual or dual
Materials: hacky sacks

Procedure(s):

- Explain and demonstrate each type of hacky sack kick.
- Each student works with his/her hacky sack individually, working to attain a certain goal, e.g. 10 inside kicks in a row, 10 knee kicks, 10 back kicks, 10 outside kicks, 10 toe kicks.
- Set each class period with individual and/or class goals working to improve each individuals skill and performance.
- Note: It is important that each individual work at his/her own pace, and that goals are attainable.

Variation:

- With a partner, hacky sack is tossed so each type of kick can be practiced.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Possible Resources

Pastime Enterprises
P.O. Box 771
Oregon City, Oregon 97045

District Resources

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows that hacky sack is basically an eye-foot coordination game. B. The student is able to perform the basic skills involved in hacky sack, e.g. the toe kick, knee kick, back kick and outside kick. C. The student values that hacky sack is a game of balance and coordination that can be played in or out-of-doors as a leisure activity.

~~Related Area(s)~~

Suggested Activities: Grade(s)______	Suggested Monitoring Procedures	Possible Resources
Title: Hacky Sack Net **Group size:** individual or small groups **Materials:** nets or ropes **Procedure(s):** . With a partner or two groups, idea is to volley the hacky sack over the net or rope. . Net height can be varied. . Number of kicks on a side can be varied. . Game is basically scored like volleyball. . Point is scored if: hacky sack is kicked out of bounds; hits the floor; played above the waist or exceeds number of kicks on a side.	Teacher observation. Skills test.	

District Resources

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Individual/Dual Sports						
Handball		7-8	7	8	9	

The student knows:

- handball is an individual sport involving the skills of serving, receiving and striking with either hand.
- rules and scoring procedures for both singles and doubles.
- the terminology related to handball.

The student is able to:

- demonstrate a variety of legal shots.
- participate in singles or doubles game using appropriate rules, strategies and techniques.

The student values:

- handball as a vigorous leisure activity.

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Suggested Objective Placement ______

State Goal	
District Goal	
Program Goal	

Student Learning Objective(s) ______

Related Area(s) ______

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives. Additional activities may be developed during the pilot phase of the project.		
		District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Horseshoe Pitching		7-8	7	8	9	

The student knows:

- the official rules for playing and scoring in horseshoe.
- the appropriate form for the skills involved in pitching a horseshoe; e.g. grip, sight, stance, pitch, release and follow-through.

The student is able to:

- apply learned knowledge, skill, and strategy in a game situation.

The student values:

- horseshoe pitching as a leisure activity.

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Suggested Objective Placement 7-12

Student Learning Objective(s) A. The student knows the official rules for playing and scoring in horseshoes, including ringers, leaners and closest shoe. B. The student is able to score a game correctly. C. The student values horseshoe pitching as a leisure activity.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Horseshoe Pitching
Group size: 2 or 4
Materials: horseshoes

Procedure(s):

- A coin is tossed (shoe will work) to determine who pitches first. Winner has choice.
- At beginning of a new game, loser of previous game pitches first.
- If slab or box is not provided, players must have instep of rear foot not farther forward than stake position.
- Thrower may stand on either side of stake. Each thrower throws his shoes in sequence.
- Shoe pitched while player is not standing in legal position is a foul shoe and will not be scored.
- A player may not touch his or opponent's shoe after they have been pitched until final decision is made as to scoring. If shoes are touched, shoe is declared foul, the opponent is entitled to the new score determined by position of his shoe in relation to the stake.
- A shoe that encircles a stake far enough to permit straight edge to touch both heel calks simultaneously is a ringer.
- When a thrown shoe moves a shoe already at a stake, all shoes are scored in their new position. A removed ringer does not score. When a player knocks a non-ringer to a ringer position, the changed shoes have scoring value.
- A leaner is a shoe that comes to rest leaning on the stake and counts as one point.

Suggested Monitoring Procedures

Check to see that players are observing the correct rules when throwing.

Assist students in measuring to determine ringers, leaners and closest to the stake shoes.

Possible Resources

Physical Education, California Department of Education.

District Resources

Suggested Activities: Grade(s)________

Suggested Monitoring Procedures

Possible Resources

9-12

- Measure the shoe closest to the stake by using a shoe, putting one heel against the stake, the other to the shoe. If the shoe touches it counts as one point.

Procedure(s):

- 1 point closest shoe to stake.
- 2 points 2 shoes closer than opponents shoes
- 3 points ringer.
- 6 points 2 ringers.
- 4 points one ringer & closest to stake.
- 3 points if player has 2 ringers & opponent has 1 ringer.

District Resources

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Individual/Dual Sports						
Pickle Ball		7-8	7	8	9	
The student knows: • the rules for the game. • that pickle ball can be played as either singles or doubles.						
The student is able to: • execute pickle ball skills; e.g. forehand, backhand, serve. • score a game.						
The student values: • that pickle ball is a court game than can be played for a lifetime. • that good sportsmanship implies making honest calls.						

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Suggested Objective Placement 7-8

State Goal	2.9
District Goal	
Program Goal	4.6

Student Learning Objective(s) A. The student knows that pickleball can be played as either singles or doubles. B. The student is able to execute pickleball skills; e.g. forehand, backhand, serve. C. The student values that pickleball is a court game that can be played for a lifetime.

Related Area(s)

Suggested Activities: Grade(s)

Title: Volley-Pickleball
Group size: pairs or group of four
Materials: pickleball paddle, pickleball

Procedure(s):

- With a partner, volley the pickleball using either a forehand stroke, a backhand stroke or combination forehand and backhand.
- A point is scored if the ball hits the floor or an incorrect stroke is used.
- A game consists of 11 points.

Variations:

- Add a bounce.
- Player who gets 3 points first takes on a new challenger.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that pickleball can be played as either singles or doubles. B. The student is able to execute pickleball skills; e.g. forehand, backhand, serve. C. The student values that good sportsmanship implies making honest calls.

State Goal	.9
District Goal	
Program Goal	4.6

Related Area(s)

Suggested Activities: Grade(s)

Title: 4-Square Pickleball
Group size: groups of four
Materials: pickleball paddle, pickleball

Procedure(s):

- In groups of four, utilize floor space to set up 4-square courts. (Lines or masking tape can be used.)
- Person in #1 square begins by serving underhand to #2, #3 or #4.
- Play continues using forehand or backhand strokes until ball is dead. Ball must be hit after one bounce. Object is to stay and maintain the #1 square by forcing your opponents into committing an error.
- Rotation - Whenever an error is made, player moves to the #4 square, e.g. if player #2 commits an error, he/she moves to #4, #4 player moves to #3, #3 player moves to #2 square.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows the rules for the game. B. The student is able to score a game. C. The student values that good sportsmanship implies making honest calls.

Related Area(s)

Suggested Activities: Grade(s)

Title: Rule Bingo
Group size: entire class
Materials: bingo cards with pickleball rules and scoring answers. bingo markers (felt pens or other markers)

Procedure(s):

- Teacher orally asks a question in which the answer is on the bingo cards.
- Questions are related to scoring, rules and etiquette. If student knows the answer he/she marks the bingo card.
- A bingo is made if a column of correct answers is marked on the card.
- Regular bingo rules can apply, i.e. horizontal, vertical and diagonal.

Suggested Monitoring Procedures

Teacher observation.

Written test.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Racketball		7-8	7	8	9	
The student knows: • rules and scoring procedures for both singles and doubles. • the terminology related to handball.						
The student is able to: • demonstrate a variety of legal shots including, serve, volley and other strategic shots involved in singles and doubles. • participate in game using appropriate rules, strategies and racquetball techniques.						
The student values: • handball as a vigorous leisure activity.						

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the rules and scoring procedures for both singles and doubles. B. The student is able to demonstrate a variety of legal shots including serve, volley and other strategic shots involved in singles and doubles. C. The student is able to participate in a game using appropriate rules, strategies and racketball techniques.

Related Area(s) D. The student values racketball as a vigorous leisure activity.

State Goal	2,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 7-8

Title: Team Wall Rally
Group size: small
Materials: racketball, racket & balls, one wall and hard floor surface

Procedure(s):
- Divide into two groups and form two lines.
- First player from each team will rally.
- Students will have one serve each and then go to the end of the line.
- First team to "21" wins.
- Points are kept continuously.
- Note: set up appropriate boundaries for play and for waiting players to stand.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Possible Resources

Enjoying Racquet Sports: Diagram Group, Paddington Press LTD, New York.

The Secondary Physical Education Curriculum Guide, Spokane, Spokane Public Schools, 1977.

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the rules and scoring procedures for both singles and doubles. B. The student knows the terminology related to racketball.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Racketball Discussion/Game
Group size: small
Materials: racketball court, rackets, balls

Procedure(s):

- Discuss the following points: A player goes on serving as long as he/she is winning points. When he/she fails to win a point the service passes to his/her partner (if doubles, except 1st serve) or his/her opponent in singles. Only the server can score on any service.
- Form teams and play games of racketball.

Suggested Monitoring Procedures

Written test of terms: hinder, short, long, ace, lob and drop.

Teacher observation.

Possible Resources

Enjoying Racquet Sports: Diagram Group, Paddington Press LTD, New York.

District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Roller Skating		7-8	7	8	9	

The student knows:

- safety procedures for roller skating.
- equipment and terminology.
- proper care and repair of equipment.

The student is able to:

- skate under control.
- skate with a partner.
- change speeds, levels, and directions.

The student values:

- skating as a leisure activity that can contribute to one's own physical fitness.

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows safety procedures for roller skating.
B. The student is able to skate under control.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Safety Tips for Beginners
Group size: large
Materials: skates, floor, chalkboard

Procedure(s):

- Post the following safety rules and discuss them with students:
  Skate in control.
  Don't lie on the floor.
  Tie skates on the sidelines.
  Skate in the same direction as the class.
  Skate at the same general speed as the class.
- Tips for beginners:
  Relax. Stiff, exaggerated posture should be avoided.
  Keep body erect.
- All raising and lowering of the body is achieved through the bending of the skating leg.

Warm-ups:

- Hurdlers stretch, the plow, hamstring stretch, triangle stretch, trunk twisting.

Suggested Monitoring Procedures

Skills test.

Teacher observation.

Possible Resources

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to skate with a partner. B. The student is able to change speeds, levels and directions. C. The student values skating as a leisure activity that can contribute to one's own physical fitness.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s) ______

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
Title: I. Shoot the Duck II. Partner Disco Movements Group size: large Materials: skates, floor, chalkboard Procedure(s): I. Skaters bend down with one leg out straight, both arms reached out to it, the other leg bent. • Skaters coast as long as they can after the whistle or signal sounds. II. Partner and Disco Movements: • Head and arm position, one forward, one backward. • Turning in threes. • Snoball. • Pass the cloth. • "Leggin'" almond pattern.	Skills test. Teacher observation.	 District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement		
Self Defense		7-8	7	8	9

The student knows:

- strategies for preventing jeopardizing situations.
- the ways in which body parts may be used as self defense weapons.
- vulnerable body parts in self defense.
- the definition of basic self defense terms.
- that self defense is historically linked to martial arts such as judo and karate.
- confident, responsbile uses of self defense techniques.

The student is able to:

- perform kicks and punches basic to self defense.
- demonstrate proper form in deflection, blocking, and evasion techniques.
- describe proper procedures for reporting an assault.
- evaluate performance in self defense activities.

The student values:

- that screaming and running away are self defense techniques.

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Suggested Objective Placement ____

Student Learning Objective(s) ____

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) ____

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives. Additional activities may be developed during the pilot phase of the project.		
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement		
Skiing		7-8	7	8	9

The student knows:

- the differences between downhill skiing, and cross country skiing.
- how to select proper equipment.
- slope etiquette.

The student is able to:

- select the proper skiing equipment.
- demonstrate the basic skills of skiing; e.g. climbing, snow plowing, turning, braking.
- describe proper safety procedures for skiing.

The student values:

- skiing as a leisure activity that enhances physical fitness.
- safe conduct on the slopes.

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the difference between downhill skiing and cross country skiing.

State Goal	2,9
District Goal	
Program Goal	1,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: View Films or Film Strips
Group size: entire class
Materials: training films or film strips on cross country and down hill skiing

Procedure(s):

- Contact the nearest ski shop, ski school, ski club and/or film library and select films or film strips that provide an orientation to cross country or downhill (alpine) skiing and describe some of the basic skills involved with each.
- Discuss with the class the basic skills of each.
- Determine the types of physical training needed to prepare for skiing either downhill or cross country.

Suggested Monitoring Procedures

Preview materials prior to used with class to assure appropriate learning resources.

Possible Resources

Wash. State Film Library.
Local Ski Shop Manager.
Local Ski School Director.

SKIING ABOVE THE CLOUDS, 12 minutes.

TAKE OFF, 10 minutes.

E.S.D. #121 films

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows how to select proper equipment. B. The student is able to select the proper skiing equipment.

State Goal	2,9
District Goal	
Program Goal	1,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Field Trip to a Ski Shop
Group size: 10-20
Materials: None

Procedure(s):

- Contact the nearest ski shop manager and arrange a date for the class to visit the ski shop.
- Make transportation arrangements well in advance.
- Orient students and shop manager to the purpose of the field trip and identify specific concepts to learn:
  How to fit a ski boot properly.
  What to know about bindings.
  How to match a ski to your ability and likes.
  Types of clothing materials and their protective qualities.

Variations:

- Invite a ski shop manager or ski school director to the class to highlight the concepts of equipment selection and show samples of the latest trends.

Suggested Monitoring Procedures

Administer a written test to determine the learning that takes place.

Possible Resources

Local Ski Shops.
Ski School Director.

District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows slope etiquette. B. The student is able to describe proper safety procedures for skiing. C. The student is able to demonstrate the basic skills of skiing; e.g. climbing, snow plowing, turning, braking. D. The student values safe conduct on the slopes. E. The student values skiing as a leisure activity that enhances

RXIXIXXXXXXX(s) physical fitness.

State Goal	2,9
District Goal	
Program Goal	1,7

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Skill Drills Group size: 5-10 Materials: students equipped and dressed for downhill (Alpine) skiing (snow) Procedure(s): • Teach students the basic skills for Alpine skiing using the progression of straight running, gliding wedge, wedge stop (snow plow), wedge turns, basic Christies, etc. • Demonstrate proper form and skill technique. • Critique each student as they take turns practicing the skill demonstrated. • Apply skill as you move the group over appropriate terrain (follow the leader). • Demonstrate the next skill and repeat the sequence.	Teacher observation.	
		District Resources
217		218

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows slope etiquette. B. The student is able to describe proper safety procedures for skiing. C. The student is able to demonstrate the basic skills of skiing; e.g. climbing, snow plowing, turning, braking.

State Goal	2,9
District Goal	
Program Goal	1,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Skill Drills
Group size: 5-10
Materials: students equipped and dressed for cross country skiing (snow)

Procedure(s):

- Teach students the basic skills of cross country skiing using the progression to include: moving on level terrain, paddle turns, straight running, poling, telemarking, telemark turns, climbing, etc.
- Demonstrate proper form and skill technique.
- Critique each student as they take turns practicing the skill demonstrated.
- Apply the skill as you move the group over appropriate terrain (follow the leader).
- Demonstrate the next skill and repeat the sequence.
- Incorporate variations such as follow the leader, obstacle courses, etc.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Movie:
Skinny Skiis

District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Table Tennis		7-8	7	8	9	

The student knows:

- rules, scoring procedures and strategies.
- terminology related to the game.

The student is able to:

- execute the skills of table tennis; e.g. serving, receiving, spinning, slicing, smashing.
- participate successfully in a game of table tennis.

The student values:

- table tennis as a leisure activity.
- proper care of equipment.

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows rules, scoring procedures, strategies, and terminology related to the game. B. The student values proper care of equipment.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Terminology Word Search
Group size: entire class
Materials: word search sheets, pencils & pens

Procedure(s):

- Locate and circle terms related to table tennis - these may vary.
- Individual credit or work in teams.
- See example on back.

Title: Table Tennis Bingo
Group size: entire class
Materials: bingo cards, marking pens

Procedure(s):

- Teacher asks a question dealing with scoring, rules, strategy and/or care of equipment.
- Answers are on bingo cards in a variety of different orders.
- First student to get a bingo with the correct answers is the winner.

Suggested Monitoring Procedures

Teacher observation.

Written test.

Possible Resources

Turner, Lowell (Bud), and Turner, Susan L., *Creative Experiences Through Sport*, Palo Alto, CA., Peek Publications, 1979, pp. 124.

District Resources

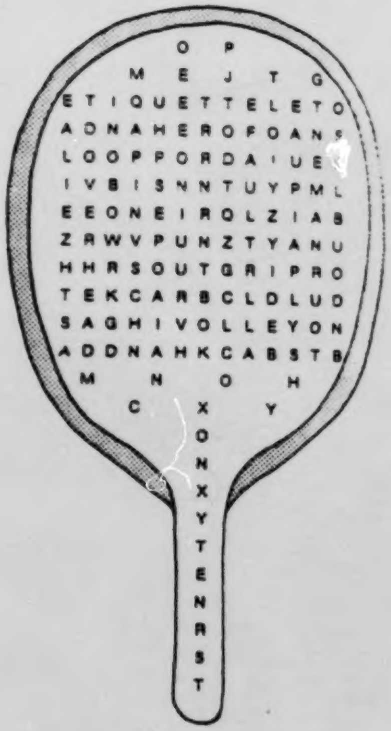
Suggested Activities: Grade(s)________	Suggested Monitoring Procedures	Possible Resources

TENNIS WORDSEARCH

TENNIS TERMS

Locate and circle these terms that are familiar to the game of tennis

1. court
2. drop
3. doubles
4. etiquette
5. backhand
6. fault
7. forehand
8. grip
9. let
10. lob
11. overhead
12. racket
13. serve
14. singles
15. spin
16. tournament
17. volley



O P

M E J T G

E T I Q U E T T E L E T O

A D N A H E R O F O A N S

L O O P P O R D A I U E [illegible]

I V B I S N N T U Y P M L

E E O N E I R O L Z I A B

Z R W V P U N Z T Y A N U

H H R S O U T G R I P R O

T E K C A R B C L D L U D

S A G H I V O L L E Y O N

A D D N A H K C A B S T B

M N O H

C X Y

O

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Y

T

E

N

R

S

T

Questions to Think About:

1. Were there any words in the puzzle related to tennis but not listed in the key?
2. Can you make up a sentence using at least five of the words listed above?

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to execute the skills of table tennis; e.g. serving, receiving, spinning, slicing, smashing. B. The student is able to participate sucessfully in a game of table tennis. C. The student values table tennis as a leisure activity.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s)

Title: Table Tennis Circuit
Group size: entire class divided into groups of four
Materials: station set-up - numbered cue cards, table tennis tables, paddles, ping-pong balls

Procedure(s):

- Set up a variety of stations covering table tennis skills e.g. serving, receiving, smashing, spinning and slicing.
- You can also set up conditioning or fun activities related to table tennis.
- Each group spends a specific time at each station rotating until all stations are completed.
- When stations are completed, class can engage in regulation table tennis games.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Possible Resources

Turner, Lowell (Bud), and Turner, Susan L., Creative Experiences Through Sport, Palo Alto, CA., Peek Publications, 1979, p. 136.

District Resources

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows rules, scoring procedures and strategies. B. The student is able to execute the skills of table tennis; e.g. serving, receiving, spinning, slicing, smashing. C. The student is able to participate successfully in a game of table tennis. D. The student values table tennis as a leisure activity.

Related Area(s)

Suggested Activities: Grade(s)

Title: Round the Table
Group size: 4-6
Materials: table tennis tables, paddles, ping-pong balls

Procedure(s):

- At each table tennis table a group of four.
- A regulation doubles game is played.
- After each hit participants rotate clockwise around the table attempting to keep the ball in play.
- Game can be played for points or length of time ball can be kept in play.

Variation:

- Six at a table - two on each end, two on each side. Side people can not touch the ball until they rotate to the end.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

Tennis	Page	Suggested Grade Placement	District Placement			
		7-8	7	8	9	
The student knows: • rules, strategies and etiquette associated with the game. • terminology associated with the game.						
The student is able to: • execute the skills necessary to play the game; e.g. serve, receive, forehand, backhand, lob, volley and smash. • participate, using appropriate scoring, strategy and etiquette in both single and doubles play.						
The student values: • tennis as a leisure activity that can improve one's overall physical fitness. • fair play.						

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to execute the skills necessary to play the game: serve, receive, forehand, backhand, lob, volley and smash.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Forehand/Backhand Rally Group size: small (partners) (two pairs per court) Materials: tennis rackets and balls Procedure(s): • In pairs; one person stands at the baseline of each alley; partners are in the same alley, opposite sides of the net. • One partner hits forehand, the other backhand, one point is awarded for each hit that lands in the alley. • Switch forehand/backhand.	Teacher observation. Skills test.	Films: GROUNDSTROKES; The: Forehand and Backhand TENNIS BASICS: The Backhand TENNIS BASICS: The Forehand E.S.D. #121 film library
		District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows terminology associated with the game. B. The student is able to execute the skills necessary to play the game; serve, receive, forehand, backhand, lob, volley and smash.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Serve/Receive Game **Group size:** small (two per court) **Materials:** tennis rackets, balls and net **Procedure(s):** • Partners serve and receive to and from each other. • Server serves ten serves and gets one point for each one that is good. Two points if it is in the corner. • Receiver receives serve, two points for down the alley, two points for cross-court or one point for anywhere. • Rotate server.	Teacher observation. Skills test.	Films: TENNIS BASICS: THE SERVE E.S.D. #121 **District Resources**

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to execute the skills necessary to play the game; serve, receive, forehand, backhand, lob, volley and smash.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Lob/Smash Drill
Group size: small
Materials: tennis rackets and balls

Procedure(s):

- Form two lines in mid-backcourt, one on each side of the net.
- One side hits a high lob, then runs around court to end of other line.
- The other side hits an overhead smash and runs behind the opposite line.
- Try to keep the ball going.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Possible Resources

Films:
VOLLEY, LOB AND OVERHEAD, THE
E.S.D. #121 film.

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows rules, strategies and etiquette associated with the game. B. The student knows terminology associated with the game. C. The student is able to participate, using appropriate scoring, strategy and etiquette in both single and doubles play. D. The student values tennis as a leisure activity that can improve one's [illegible](s) overall fair play.

State Goal	2,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 7-8

Title: Australian Doubles
Group size: three per court
Materials: rackets, balls, courts

Procedure(s):

- One side plays doubles, two people; one person plays singles (appropriate lines apply.)
- Regular rules of tennis and scoring apply, except one side is playing doubles lines, the
- other singles lines.
- Rotate so everyone plays singles and doubles.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to participate using appropriate scoring, strategy and etiquette in both singles and doubles play. B. The student is able to execute the skills necessary to play the game; serve, receive, forehand, backhand, lob, volley and smash.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Six Team Wall Tennis (emphasize scoring) Group size: small Materials: rackets, balls, wall & floor (inside or outside) Procedure(s): • Divide into as many even teams as space allows. • Teams are paired up. • Players line up with their rackets. • First player in each line will be involved in the first rally. • The teams keep score as they would in a regular game. • Players switch after each point. Those finished go to the end of the line. • One team serves one game, the other the next - play a set.		District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Track and Field		7-8	7	8	9	

The student knows:

- that track and field is an individual sport that involves the skills of running, jumping and throwing.
- warm-ups are an important ingredient for successful participation.
- terminology and rules for the various events included in track and field.

The student is able to:

- use proper form in running, jumping and throwing.
- apply basic safety procedures in track and field events.
- demonstrate appropriate warm-ups related to specific events.
- analyze their performance related to participation in the various events.

The student values:

- track and field as an activity that can benefit one's overall physical fitness.

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	-,6

Student Learning Objective(s) A. The student knows the form and skill of running. B. The student knows that track and field is an individual sport that involves the skills of running, jumping and throwing. C. The student knows warm-ups are an important ingredient for successful participation. D. The student knows terminology and rules for the various events included in track and field.

~~Related Area(s)~~

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Running Drill **Group size:** class **Materials:** field 50 yards long **Procedure(s):** . Focus on arm action (sprinter and distance). . High knee run through. . Running high, tippie toe. . Foward bounding; lifting bent knee then kicking leg straight. . Running on straight line. . Easy form running. . Relay races short and long for training devises.	Observe, the skill of running - express all sign of improvement. Test in running time.	

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows warm-ups are an important ingredient for successful participation. B. The student is able to demonstrate appropriate warm-ups related to specific events.

State Goal 2,9

District Goal

Program Goal 4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Warm Up and Learning
Group size: full class participation
Materials: gym or field space and marked lines

Procedure(s):

- Use group training for specific running form drills that are exciting and fun.
- Have the class participate in developing skills, techniques and safety of the throwing events.
- Have students use the proper techniques and skills in jumping, e.g. take off, proper foot, approach run and body coordination.

Suggested Monitoring Procedures

Observe techniques and skill of student abilities.

Test on speed, distance and height.

Possible Resources

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the skill of throwing.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Throwing **Group size:** four groups **Materials:** shot put, discus **Procedure(s):** • Have students develop the skills and techniques needed to throw the shot put and the discus. • Stress safety with the students. • Set up competitive relays in throwing, combining students with lesser skills with those who are good in the events.	Observe techniques and skill. Record individual distance of the students.	
		District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement			
Tumbling		7-8	7	8	9	

The student knows:

- that tumbling consists of rolling, jumping, skipping, sliding, balancing and other movement skills.
- warming up is fundamental to successful participation.
- that spotting and safety procedures are important.

The student is able to:

- execute simple and complex tumbling stunts with appropriate body mechanics.
- combine stunts into routines.
- develop routines showing changes of directions, levels, and pauses with smooth transition.
- spot other students in simple tumbling stunts.

The student values:

- that tumbling is a basis for movement in nearly all sports and activities.

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows that tumbling consists of rolling, jumping, skipping, sliding, balancing and other movement skills. B. The student knows warming up is fundamental to successful participation. C. The student knows that spotting and safety procedures are important. D. The student values that tumbling is a basis for movement in
R~~elated Area(s~~) nearly all sports and activities.

Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
Title: Tumbling Presentation **Group size:** class **Materials:** handouts, transparencies and overhead projector, film loops **Procedure(s):** • Describe the various skills involved. • Demonstrate warm-up fundamentals. • Demonstrate spotting and safety procedures. • Relate tumbling skill to other sports activities.	Written test. Demonstration. Observation.	Films: BASIC TUMBLING SKILLS (2nd Ed.) 14 minutes. See tumbling activities grades 4-6. **District Resources**

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to execute simple and complex tumbling stunts with appropriate body mechanics. B. The student is able to spot other students in simple tumbling stunts.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s) ______

Suggested Activities: Grade(s) ______

Title: Stunts
Group size: class
Materials: mats

Procedure(s):
- Divide class in groups of two or three.
- Perform stunts with a partner(s) doing the spotting.

Suggested Monitoring Procedures

Skills test.

Observation.

Possible Resources

See tumbling activities grades 4-6.

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to combine stunts into routines. B. The student is able to develop routines showing changes of directions, levels and pauses with smooth transition.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Tumbling Routines Group size: individual Materials: mats Procedure(s): • Practice by giving sample routines of progressive difficulty. • Have students write their own routine containing a specific number of stunts. • Have students perform their routines.	Score the routines.	See tumbling activities grades 4-6 District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual/Dual Sports

	Page	Suggested Grade Placement	District Placement		
Weight Training		7-8	7	8	9

The student knows:

- the basic principles of overload and repetition.
- the safety procedures of weightlifting including weight selection and spotting.
- that the basic lifts include military press, bench press, curl, snatch, clean and jerk, shrug.
- proper use and care of equipment.

The student is able to.

- demonstrate proper safety procedures of spotting.
- execute the various weightlifting skills using the appropriate form.
- increase arm strength, leg strength, and endurance by applying weight training skills.

The student values:

- strength training as contributing to one's overall level of physical fitness and positive self image.

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the basic principles of overload and repetition. B. The student knows the safety procedures of weightlifting including weight selection and spotting. C. The student knows that the basic lifts include military press, bench press, curl, snatch, clean and jerk, shrug. D. The student knows proper use and care of RXIXXXXXXXXX) equipment.

State Goal	2,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
Title: Weightlifting Procedures Group size: class Materials: handouts, transparencies and overhead projector, film loops, weight training equipment Procedure(s): . Explain basic principles of weight training. . Demonstrate safety procedures of weightlifting. . Demonstrate the basic lifts, e.g. presses, dead lift, curl, squat, clean, snatch, jerk, shrug. . Describe proper use and care of equipment.	Written test. Observation. Demonstration.	The Secondary Physical Education Program Curriculum Guide, Spokane, Spokane Public Schools, 1977.
		District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to execute the various weightlifting skills using the appropriate form. B. The student is able to increase arm strength, leg strength, and endurance by applying weight training skills. C. The student values strength training as contributing to one's overall level of physical fitness and positive self image.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: PTA Program (Pain, Torture & Agony) Group size: one to thirty Materials: weight machine; e.g. universal gym Procedure(s): • If necessary, work with a partner. • Perform at least eight different excercises, (four for the upper body, four for the lower.) • Perform ten repetitions of each excercise at 60-70% of maximum weight. • Work up to three sets of ten repetitions of each excercise. • When able to do three sets of ten repetitions, increase weights.	Record starting weights for PTA program. Record starting maximum lifts. Measure size of body parts before and after.	
		District Resources

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Individual/Dual Sports						
Wrestling		7-8	7	8	9	

The student knows:

- that wrestling is an individual sport which consists of four main skills, takedowns, breakdowns, reversals and escapes.
- the starting positions for each of the three rounds of wrestling.
- rules, scoring and terminology of wrestling.

The student is able to:

- perform wrestling skills using the appropriate body mechanics, form and rules.
- demonstrate proper warm-up procedures before wrestling.

The student values:

- wrestling as a combative sport which builds strength, flexibility and endurance.
- safety of holds.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows rules, scoring and terminology of wrestling. B. The student knows that wrestling is an individual sport which consists of four main skills; takedowns, breakdowns, reversals and escapes.

Related Area(s)

Suggested Activities: Grade(s)

Title: Wrestling Presentation
Group size: class
Materials: handouts, mats, demonstrators film

Procedure(s):

- Present the rules, scoring, skills and terminology of wrestling through the use of handouts and demonstration.
- Demonstrate wrestling skills and have the students perform each of the four main skills ; e.g. , takedowns, breakdowns, reversals and escapes.
- Have students practive with a partner to develop skills in each of the four skills.

Suggested Monitoring Procedures

Written test.

Assist students to develop their skills pointing out areas of weakness that need developing.

Possible Resources

Films:
WRESTLING FUNDAMENTALS, 11 min

E.S.D. #121

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to demonstrate proper warm-up procedures before wrestling.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Wrestling Warm-Ups **Group size:** entire class **Materials:** mats **Procedure(s):** . Have students take turns leading a warm-up routine. . The routine should include stretching and working individually or with a partner on wrestling skills.	Observation.	
		District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the starting positions for each of the three rounds of wrestling. B. The student is able to perform wrestling skills using the appropriate body mechanics, form and rules. C. The student values wrestling as a combative sport which builds strength, flexibility and endurance. D. The student values safety of holds.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s)

Title: Wrestling Tournament
Group size: class
Materials: mats

Procedure(s):

- Divide the class into suitable weight classes.
- Have students wrestle in their weight class.
- Determine a champion of each weight group.

Variation:

- Have an even number in each weight class.
- Divide the class into teams.
- Determine a team champion by keeping a team score.

Suggested Monitoring Procedures

Observation.

Skills test.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: New and Cooperative Games

Page	Suggested Grade Placement	District Placement			
	7-8	7	8		

The student knows:

- the rules, strategies and safety procedures involved in a variety of new and cooperative games.
- how to officiate a variety of new and cooperative games.

The student is able to:

- participate successfully in a variety of new games including:
  - boffing
  - bug tug
  - hunker hawser
  - skin the snake
  - slaughter
  - tweezlis - whop
- participate successfully in a variety of cooperative games including:
  - collective blowball
  - collective score towel ball
  - scooter basketball
  - volley-volley-volleyball

The student values:

- the joy and social aspects associated with participating in non-competitive new and cooperative games activities.

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games. B. The student knows how to officiate a variety of new and cooperative games. C. The student is able to participate successfully in a variety of new games including: tweezlis - whop, boffing, hunker hawser, slaughter, skin the snake, and bug tug. D. The student values the joy and social aspects associated with

[illegible]s) participating in non-competitive new and cooperative games activities.

Suggested Activities: Grade(s) 7-9	Suggested Monitoring Procedures	Possible Resources
Title: Tweezlis - Whop "Pillow Fighting" Group size: two Materials: two burlap sacks filled with straw and wooden rail perched high enough to keep your feet from touching the ground, haystack Procedure(s): . Have student and his/her partner straddle the rail, face-to-face. . Have the two students "whop" each other with the sacks until one, (and frequently both) fall off.	Teacher observation.	The New Games Book, Fluegelman, Andrew (editor) Doubleday & Co. Inc., Garden City, New York 1976. Pg. 23

District Resources

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games. B. The student knows how to officiate a variety of new and cooperative games. C. The student is able to participate successfully in a variety of new games including: tweezlis - whop, boffing, hunker hawser, slaughter, skin the snake, and bug tug. D. The student values the joy and social aspects associated with XXXXXXXXXXXX(s) participating in non-competitive new and cooperative games activities.

Suggested Activities: Grade(s) 7-9

Title: Boffing
Group size: two or more
Materials: boffer is a three foot duelling sword made of polyethylene foam, protective eye and ear guards

Procedure(s):

- Rules discourage wild swiping and pounding.
- Hits must be made between the shoulder and the waist.
- Award points only for a well placed thwack with the tip of the sabre.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

The New Games Book, Fluegelman, Andrew (editor) Doubleday & Co. Inc., Garden City, New York 1976. Pg. 25

District Resources

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games. B. The student knows how to officiate a variety of new and cooperative games. C. The student is able to participate successfully in a variety of new games including: tweezlis - whop, boffing, hunker hawser, slaughter, skin the snake, and bug tug. D. The student values the joy and social aspects associated with XXXXXXXX XXXXXs) participating in non-competitive new and cooperative games activities.

Suggested Activities: Grade(s) 7-9

Title: Hunker Hawser
Group size: two
Materials: pedestals (stumps etc.) six inches high, and small enough so players can't move their feet without losing balance, rope 15" long, 1" in diameter

Procedure(s):

- Note: platforms are about six feet apart.
- Each player holds one end of the rope.
- At a starting signal: players reel in the rope. The object is to unbalance an opponent by tightening or slackening the rope.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

The New Games Book, Fluegelman, Andrew (editor) Doubleday & Co. Inc., Garden City, New York 1976. Pg. 31

District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games. B. The student knows how to officiate a variety of new and cooperative games. C. The student is able to participate successfully in a variety of new games including: tweezlis - whop, boffing, hunker hawser, slaughter, skin the snake, and bug tug. D. The student values the joy and social aspects associated with ~~Related Area~~(s) participating in non-competitive new and cooperative games activities.

State Goal 2,9
District Goal
Program Goal 4,6

Suggested Activities: Grade(s) 7-9

Title: Slaughter "Soft War"
Group size: forty or more
Materials: a circle about thirty feet in diameter - boundaries clearly defined. Two holes are dug out at opposite sides of the circle, (or baskets, tires, instead of holes). The area should be grass or sand. One ball for each team (medicine balls or basketballs)

Procedure(s):

- Divide into two teams and have students take off shoes, with one team taking off their socks.
- Balls are played in the holes and each team on their knees, forms a huddle around their own ball.
- At the signal, both teams try to move their ball into the other team's hole. Anything goes... if one team gets part of their opponents body across the boundary line, they are out of the game.

Variation:

- "Annihiliation" - Slaughter (without any balls at all).

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

The New Games Book, Fluegelman, Andrew (editor) Doubleday & Co. Inc., Garden City, New York 1976. Pg. 101

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games. B. The student knows how to officiate a variety of new and cooperative games. C. The student is able to participate successfully in a variety of new games including: tweezlis - whop, boffing, hunker hawser, slaughter, skin the snake, and bug tug. D. The student values the joy and social aspects associated with XXXXXXXXXXX(s) participating in non-competitive new and cooperative games activities.

State Goal	2,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 7-9

Title: Skin the Snake

Group size: large (any) teams of 20-25

Materials: none

Procedure(s):

- Two teams.
- Players line up one behind the other.
- Players reach between their legs with their left hand and grab the right hand of the person behind them.
- At the starting signal, the last person in the line lays down on his/her back. The person in front of him/her back up, straddling his/her body and lies down on his/her back right behind him/her. - still holding hands.
- When the last person has touched his/her head on the ground, he/she gets up and starts forward again, pulling everyone else up and along.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

The New Games Book, Fluegelman, Andrew (editor) Doubleday & Co. Inc., Garden City, New York 1976. Pg. 119

District Resources

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games. B. The student knows how to officiate a variety of new and cooperative games. C. The student is able to participate successfully in a variety of new games including: tweezlis - whop, boffing, hunker hawser, slaughter, skin the snake, and bug tug. D. The student values the joy and social aspects associated with XXXXXXX XXXX(s) participating in non-competitive new and cooperative games activities.

Suggested Activities: Grade(s) 7-9

Title: Bug Tug
Group size: two - 200
Materials: none

Procedure(s):

- Mark a line on the ground.
- Have partners stand back to back on either side of it. Both people bend forward, reach between their legs and grasp each other's wrists - start tugging and see who gets pulled over the line first.

Variation:

- Two lines, everyone back to back. Students bend down, cross arms between legs, and find a hand on the right and left.
- Then everyone starts pulling.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

The New Games Book, Fluegelman, Andrew (editor) Doubleday & Co. Inc., Garden City, New York 1976. Pg. 121

District Resources

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games. B. The student is able to participate successfully in a variety of cooperative games including: scooter basketball. C. The student values the joy and social aspects associated with participating in non-competitive new and cooperative games activities.

XXXXXXXXXXXXs)

Suggested Activities: Grade(s)

Title: Scooter Basketball
Group size: small groups, 6-8
Materials: scooters, basketballs, garbage cans or boxes

Procedure(s):

- Each player sets on a scooter and propels him or herself by pushing off the floor with the feet.
- Dribbling is optional.
- Every player on the team must touch the ball before attempting to score.
- Boxes, garbage cans or nets can be used as goals - one point for each goal.
- The team with the most points wins.

Variation:

- Two balls can be in play at the same time.
- The team with the most goals in a specific time period wins.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Orlick, Terry
The Cooperative Sports & Games Book. New York, Pantheon Books, 1978.

District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games. B. The student knows how to officiate a variety of new and cooperative games. C. The student is able to participate successfully in a variety of cooperative games including: collective score towel ball. D. The student values the joy and social aspects associated with participating in non-competitive new and cooperative KXXXXXXXXXXs) games activities.

State Goal	2,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s)

Title: **Collective** Score Towel Ball
Group size: **entire class**
Materials: **nets**, **towels**, beach balls

Procedure(s):

- Players work in pairs within their teams.
- Team members propel the beach ball over the net using towels.
- One collective point is scored every time the ball goes over the net and is caught by a pair on the other side.
- The ball must be passed to a second pair before being volleyed over.

Variation:

- Played with groups of three or four.
- Played with towels of different sizes and shapes.
- Number of pairs and number of balls can vary.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Orlick, Terry
The Cooperative Sports & Games Book. New York, Pantheon Books, 1978.

District Resources

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games. B. The student knows how to officiate a variety of new and cooperative games. C. The student is able to participate successfully in a variety of cooperative games including: collective blowball. D. The student values the joy and social aspects associated with participating in non-competitive new and cooperative games

RXXXXXXXXXXs) activities.

Suggested Activities: Grade(s)____	Suggested Monitoring Procedures	Possible Resources
Title: Collective Blowball Group size: small groups 5-8 Materials: mats, ping-pong balls Procedure(s): • One person lies on his/her stomach on a mat while four to six others drag or carry the mat. • The object is for the person on the mat to blow a ping-pong ball from a starting line to a finish line about ten feet away. • Once the ball goes over the finish line, the blower switches and becomes a carrier. • The players attempt to see how quickly they can have their whole team blow a ball back and forth between two lines or how many times the ball can be blown back and forth in a specific time period. Variation: • Five people lie on there stomachs in front of a starting line facing five others who are lying across a finish line. Several ping-pong balls are used and are placed at the mid-point between the two lines. • The objective is to blow the balls back and forth as many times as possible on a specific time.	Teacher observation.	Orlick, Terry The Cooperative Sports & Games Book. New York, Pantheon Books, 1978. District Resources

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SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Aerobic Dance		7-8	7	8	9	

The student knows:

- aerobic dance is an individual and group activity.
- the definition and elements of aerobic dance.

The student is able to:

- perform teacher selected routines.
- perform self-created routines.
- perform routines individually and in groups.

The student values:

- the life time benefits of aerobic activities.

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	2,4,6

Student Learning Objective(s) A. The student knows the definition and elements of aerobic dance. B. The student is able to perform teacher selected routines. C. The student values the life time benefits of aerobic activities.

Related Area(s)

Suggested Activities: Grade(s) 7-12

Title: Aerobic Dance
Group size: small or large
Materials: music and sound system, mats
open spaces

Procedure(s):

- Teacher leads exercise, stretches and movement patterns (predetermined) to prerecorded music.
- Movement examples: lots of stretching, (choose slower music) legs, arms, sides, neck,... leg kicks, step kicks, side kicks, lunges, jump, cross feet, arm movements, circles, up and down or out, sit-ups, bicycle ride, (modern dance movements, swings, body circles) leg lifts, running, hopping, skipping, leaping.
- Your imagination is your limit. Have the movement fit the music. Stay with the beat.
- Increase amount and length of activity slowly.
- Students follow instructor in movement or exercise.
- Teacher stresses continual movement for heart conditioning.

Suggested Monitoring Procedures

Teacher observation.

Compare heartbeat at beginning and end.

Possible Resources

District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that aerobic dance is an individual and group activity. B. The student is able to perform self-created routines. C. The student is able to perform routines individually and in groups.

State Goal	2,9
District Goal	
Program Goal	2,4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Aerobic Dance Routines
Group size: medium
Materials: music, floor space, mats

Procedure(s):

- Have students work in groups and create an aerobic dance routine to their selected music.

Variation:

- Have each student, in a group of three, create a routine for one song.
- The members put their three routines and songs together for a group routine.
- Have each group lead the whole group one day.

Suggested Monitoring Procedures

Teacher observation.

Monitor resting heart beat at beginning and end, compare.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement		
SUBJECT: Physical Education					
SPECIFIC AREA: Rhythms					
Fad Dance		7-8	7	8	9

The student knows:

- the terminology for current fad dances.

The student is able to:

- perform teacher selected current fad dances.
- assist other students in learning fad dances.
- perform variety of fad dances with music.

The student values:

- the social worth of fad dancing.
- fad dancing as a leisure activity.
- contribution to physical fitness.

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the terminology for current fad dances. B. The student is able to perform teacher selected current fad dances. C. The student is able to perform a variety of fad dances with music. D. The student values social worth of fad dancing. E. The student values fad dancing as a leisure activity. F. The student values the contribution to physical fitness.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	2,4

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Fad Dance Elimination **Group size:** entire class **Materials:** record or tape player, records or tapes Procedure(s): . Play a variety of fad music and cue the class to a specific fad dance. (Orally or on cue cards.) . The object is to identify the music, cues or terminology and to correctly dance that particular fad dance. . If the dance is improperly executed, dancer is eliminated until only one dancer remains. Variation: Fad Dance Freeze . If, when the music stops, dancer fails to be frozen in position, he/she is eliminated.	Teacher observation. Student observation.	
		District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the terminology for current fad dances. B. The student is able to perform a variety of fad dances with music. C. The student is able to assist other students in learning fad dances. D. The student values fad dancing as a leisure activity.

State Goal	2,9
District Goal	
Program Goal	2,4

Related Area(s)__________

Suggested Activities: Grade(s)______	Suggested Monitoring Procedures	Possible Resources
Title: Fad Dance **Group size:** entire class **Materials:** record player, current music for fad dancing, microphone **Procedure(s):** • Divide class into groups. • Each group is to devise or work on a different fad dance. • Each group performs their own dance for the rest of the class, and then teaches each group that dance. • Then entire class executes the dance together.	Teacher observation. Student observation.	Students input about current fad dances. Disco centers.
		District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Folk Dance		7-8	7	8	9	
The student knows: . country origin of selected folk dances. . terminology of folk dance steps. . the traditional costume for selected folk dances.						
The student is able to: . participate in teacher selected folk dances. . perform a variety of folk dances in time with music.						
The student values: . the heritage of folk dances to their country. . folk dance as a leisure activity. . the social worth of folk dance.						

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the terminology of folk dance steps. B. The student is able to participate in teacher-selected folk dances. C. The student is able to perform a variety of folk dances in time with music. D. The student values folk dance as a leisure activity.

Related Area(s)

State Goal	2.9
District Goal	
Program Goal	2.4

Suggested Activities: Grade(s)

Title: Folk Dance
Group size: entire class
Materials: record player, folk dance records, microphone

Procedure(s):

- Divide class into groups.
- Beginning with one group, play a portion of the music of a folk dance which has been learned previously.
- Group must then get in proper formation and execute proper dance steps to the music.
- Devise a point system to evaluate each group's performance. Each group can evaluate the other.
- Try to give each group at least two opportunities to perform.
- The group with the most points is folk dance group of the day!

Variation:

- If one group has problems or fails to execute properly, another group may give it a try to obtain their points.
- After each group displays formation and steps, entire class joins in.

Suggested Monitoring Procedures

Teacher observation.

Dance test.

Student evaluation.

Possible Resources

Folk dance record sets.

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the country origin of selected folk dances. B. The student knows the traditional costume for selected folk dances. C. The student is able to perform a variety of folk dances in time with music. D. The student values the heritage of folk dances to their country.

Related Area(s)

State Goal	2.9
District Goal	
Program Goal	2.4

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Folk Dance Group size: entire class Materials: record player, folk dance records, costume ideas and materials Procedure(s): • Divide class into groups. (Group size may vary.) • Assign each group a country or let each group select a country. • Each group then learns one to three dances representing that country. • Each group exhibits costumes representing that country. • The class may then decide on a day when the students wear the costumes and perform dances of their selected country to the rest of the class. Variation: • All groups exhibit their costumes and dances on Folk Dance Day (can be for entire school). • Include potluck foods from each country.	Teacher observation. Student evaluation and input.	Community involvement; some communities have festivals or dances where information could be obtained. Library Harris, Jane A., Pittman, Anne, Waller, Marlys, S., Dance A While, Minneapolis, Burgess Publishing Co., 1968. **District Resources**

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the terminology of folk dance steps. B. The student is able to participate in teacher-selected folk dances. C. The student values folk dance as a leisure activity. D. The student values the social worth of folk dance.

State Goal	2,9
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Folk Dance **Group size:** entire class **Materials:** record player, folk dance records, microphones **Procedure(s):** • Teacher demonstrates or talks through the dance steps. Dance steps are then put to music. • Class can be broken into small groups to help individuals master steps and music. • Entire class can then regroup and execute steps to music. • A format could be: 1. Basic steps, positions and formations. 2. Variation in numbers within a group. 3. Dance terminology. 4. A representative number of countries covering a variety of folk dances. 5. Dances and styles popular to a peculiar or specific locale. 6. Music variation - style and tempo. 7. Socially acceptable practices.	Teacher observation. Dance test.	Harris, Jane A., Pittman, Anne, Waller, Marlys, S., Dance A While, Minneapolis, Burgess Publishing Co., 1968. Folk Dance Record Sets **District Resources**

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SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Rhythmic Gymnastics		7-8	7	8	9	

The student knows:

- characteristic moves for various pieces of equipment.
- various equipment which is used in rhythmic gymnastics.
- rules for composing routines.
- events in rhythmic gymnastics.

The student is able to:

- perform routines with a variety of hand apparatus.
- compose own routines.

The student values:

- the body awareness and coordination learned through rhythmic gymnastics.

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Suggested Objective Placement ________

Student Learning Objective(s) ________________________________

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) ________________________________

Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives. Additional activities may be developed during the pilot phase of the project.		
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Modern Dance		7-8	7	8	9	
The student knows: • that modern dance is a creative expression of one's self. that modern dance is an individual and group activity. • that level, energy and space are qualities that effect modern dance.						
The student is able to: • demonstrate a creative dance routine. • participate in a group dance of one's own creativity.						
The student values: • how creativity can be used to express one's moods, feelings, and ideas.						

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that modern dance is an individual and group activity. B. The student knows that level, energy and space are qualities that effect modern dance.

Related Area(s)

State Goal 2,9

District Goal

Program Goal 2,4

Suggested Activities: Grade(s) 7-12

Title: Working With Levels
Group size: any
Materials: clothing: tights and leotards
preferred space

Procedure(s):

- The group is spread out all over the floor in their own space.

1. Low-Level: Students lay on the floor and imagine that they are in a box as long as their body and 1/2 foot higher. They explore all possible movement in that space, with their eyes closed.
2. Medium: Have students stand and define medium level as "waist area", have them explore the many ways they can fill that space.
3. High-Level: Same as above, only high. Imagine you are in a glass cylinder with no top. Explore that space and how you can move in it.
4. Level Mix-up: Teacher calls out a level, students do continuous movement in that level. Teacher keeps calling out different levels.
5. Level Composition: Have students compose a dance using a variety of levels.
6. Sculpture: Divide the class into groups, have one student in each group make a shape and hold it, the next person makes another shape in a different level and so on. When last person has gone, the first person comes out and goes back into the sculpture with a new shape.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc.

Lockhart, Aileene, Pease, Ester, Modern Dance, William C. Brown Co Publishers.

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that modern dance is an individual and group activity. B. The student knows that level, energy and space are qualities that effect modern dance.

State Goal	2,9
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s) 7-12

Title: Working With Energy
Group size: any
Materials: open space, appropriate dress, variety of fast, slow, smooth music

Procedure(s):

- Have class spread out over the floor "find their own space".
  1. Vibratory: Move like you are riding on a bumpy bus or trotting on a horse. Show vibration in just your hand, add your arm, upper body, entire body.
  2. Swing: Just your arm, then your body.
  3. Force: Imagine there is a two ton metal box in front of you, try to move it.
  4. Float: Pretend you are a feather and floating to the ground.
  5. Melt: From a standing position, pretend you are melting.
  6. Call out different words; mad, melt, float, fizzle, free, cold, afraid, happy, hurried, nervous, jell-o, and have students move like those.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc.

Lockhart, Aileene, Pease, Ester, Modern Dance, William C. Brown Co Publishers.

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that level, energy and space are qualities that effect modern dance.

State Goal	2,9
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s) 7-12	Suggested Monitoring Procedures	Possible Resources
Title: Ways of Moving Through Space "Locomotor" **Group size**: any **Materials**: open space **Procedure(s)**: 1. Form two lines diagonal from each other. First person in one line combines locomotor skill pattern, e.g. step, step, leap... across the floor, first person in other line does it back... 2. In open spaces have students do a variety of locomotor skills; skip, hop, jump, leap, run, walk, gallop.	Teacher observation. Partner observation.	Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc. Lockhart, Aileene, Pease, Ester, Modern Dance, William C. Brown Co Publishers.

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that modern dance is a creative expression of one's self. B. The student knows that modern dance is an individual and group activity. C. The student knows that modern dance is a way of communicating ideas or feelings. D. The student is able to participate in a group dance of one's own creativity.

Related Area(s)

State Goal	2.9
District Goal	
Program Goal	2.4

Suggested Activities: Grade(s) 7-12

Title: Poem Dance
Group size: groups of 3 or 4
Materials: poems mounted on paper, open space

Procedure(s):

- Read some selected appropriate poems.
- Have class divide into groups of three or four and select poem.
- Create a dance which expresses the selected poem.
- After allowing sufficient time have groups perform their dance and have the poem read as they perform or read it before and after.

Variations:

- Have students select a color and make a dance for that color.
- Choose an emotion and express that in a dance. Do not tell the audience and see if they can tell what emotion is being expressed. Note: This activity is somewhat advanced.

Suggested Monitoring Procedures

Teacher observation.

Video-tape.

Possible Resources

Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc.

Lockhart, Aileene, Pease, Ester, Modern Dance, William C. Brown Co Publishers.

District Resources

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	2,4

Student Learning Objective(s) A. The student knows that modern dance is a creative expression of one's self. B. The student knows that modern dance is an individual and group activity. C. The student knows that modern dance is a way of communicating ideas or feelings. D. The student knows that level, energy and space effect modern dance. E. The student is able to demonstrate a creative dance routine. F. The student values how creativity can be used to express one's moods, feelings and ideas.

~~Related Area(s)~~

Suggested Activities: Grade(s) 7-12	Suggested Monitoring Procedures	Possible Resources
Title: Creative Dance Group size: any, performed individually Materials: choice of music, costumes or props Procedure(s): . Assign students the task of creating their own dance to express an idea or feeling - using music, poems, props and/or costumes. . Practice. . Perform for audience (class or other).	Teacher observation. Video-tape.	Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc. Lockhart, Aileene, Pease, Ester, Modern Dance, William C. Brown Co Publishers. **District Resources**

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Social Dance		7-8	7	8	9	

The student knows:

- the terminology of selected dance steps.
- the rhythmic count of selected dance steps.
- the etiquette involved in social dancing.

The student is able to:

- perform teacher selected dance steps individually and with a partner.
- perform correct social etiquette in dancing.
- assist other students in the learning of dance steps.

The student values:

- the social worth of social dance.
- social dance as a leisure activity.

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the terminology of selected dance steps. B. The student knows the rhythmic count of selected dance steps. C. The student knows the etiquette involved in social dancing. D. The student is able to perform correct social etiquette in dancing. E. The student values the social worth of social dance.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	2,4

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Social Dance Group size: entire class Materials: record player, social dance records, microphone Procedure(s): • Handout sheets can be issued to each student explaining terminology and etiquette. • Teacher can then go through orally and demonstrate a variety of dance steps and etiquette involved allowing students to learn and practice each step. • After a variety of steps have been mastered, steps can then be put to music - beginning with basic rhythmic counts. • Students can then work in small groups, partners, circles to continue to master steps, rhythmic counts and etiquette involved in social dance.	Teacher observation. Skills test. Written test.	Harris, Jane A., Pittman, Anne, Waller, Marlys, S., Dance A While, Minneapolis, Burgess Publishing Co., 1968. Social dance record sets. **District Resources**

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	2,4

Student Learning Objective(s) A. The student knows the rhythmic count of selected dance steps.

B. The student is able to perform teacher selected dance steps individually and with a partner.

C. The student is able to assist other students in the learning of dance steps. D. The student values social worth of social dance.

Related Area(s)

Suggested Activities: Grade(s)

Title: Social Dance
Group size: entire class
Materials: record player, social dance records, microphone

Procedure(s):

- Have entire class spread out and face you.
- Demonstrate a variety of dance steps to entire class (be sure you are facing same direction as class - you will have to demonstrate with your back to class and look back to evaluate).
- Add music and rhythmic counts.
- Divide class into partners and have them practice steps learned while you move around to help or direct.
- After class has mastered steps divide class into small groups with partners to further develop technique and correct style - students can help evaluate, correct, encourage partners in their group.

Variation:

- Assign a specific step to each group - have them master it then demonstrate and teach rest of class.

Suggested Monitoring Procedures

Teacher observation.

Dance test.

Written test.

Possible Resources

Social dance record sets

Harris, Jane A., Pittman, Anne, Waller, Marlys, S., Dance A While, Minneapolis, Burgess Publishing Co., 1968.

Dance Studio

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the terminology of selected dance steps. B. The student knows the rhythmic count of selected dance steps. C. The student knows the etiquette involved in social dancing. D. The student values the social worth of social dance. E. The student values social dance as a leisure activity.

State Goal	2,9
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Social Dance Alternatives Group size: entire class Materials: record player, social dance records, microphone Procedure(s): • Take your class to a dance studio. • Bring in social dance experts, e.g. dance studio people, professional dancers, college dancers. • Take your class to a professional dance exhibition, e.g. musicals. • Have a ballroom dance for class - social music, live band, dress for occasion. • Sponsor a senior citizen dance.	Teacher observation. Student evaluation.	Dance Studio Listings. College dance classes. **District Resources**

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Rhythms						
Square Dance		7-8	7	8	9	

The student knows:

- how to form a square.
- the various square dance terminology.

The student is able to:

- participate as a partner in a square dance.
- demonstrate correctly a variety of step maneuvers in teacher and student selections.
- perform steps and maneuvers in time with music.

The student values:

- square dance as a leisure activity.
- the social worth of square dance.

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	2,4

Student Learning Objective(s) A. The student knows how to form a square. B. The student is able to participate as a partner in a square dance. C. The student values square dance as a leisure activity. D. The student values the social worth of square dance.

Related Area(s)

Suggested Activities: Grade(s)

Title: Forming a Square
Group size: entire class
Materials: record player, square dance records

Procedure(s):

- Teacher may be used as a caller to set up and describe how to form a basic square, (record may also be used).
- Once the class is in squares, teacher can go through the basic elements of a square, e.g. home position, couple 1, 2, 3, & 4, head couples, side couples, corner lady, right hand lady, opposite lady.
- Explain the four parts of a square dance: i.e. introduction, main figure, trimmings or full-ins and ending.
- Slowly, with the entire class in their square, go through some basic dance maneuvers and steps: e.g. honor your partner, all join hands and circle wide, home you go and swing, first and third go forward and back.

Variation:

- Have each square develop their own maneuvers and steps and demonstrate to class.

Suggested Monitoring Procedures

Teacher observation.

Teacher explanation.

Record caller.

Possible Resources

Square dance record sets

Harris, Jane A., Pittman, Anne, Waller, Marlys, S., Dance A While, Minneapolis, Burgess Publishing Co., 1968.

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the various square dance terminology. B. The student is able to demonstrate a variety of step maneuvers in teacher and student selections. C. The student is able to perform steps and maneuvers in time with music. D. The student values square dance as a leisure activity.

State Goal	2,9
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Single Circle (and variations) Group size: entire class Materials: record player, square dance records Procedure(s): • Basic step: Arrange couples in a single circle facing center. The basic step is the first fundamental to be dealt with. • Balance: Arrange couples in a single circle facing center. Demonstrate balance with counts. Class practice. Class executes in response to call and music. • Swing: Explain the swing position and movement. Class practice. Class executes in response to call and music. • The single circle can be used to explain, demonstrate and perform a variety of square dance steps and maneuvers.	Teacher observation.	Square dance record sets Harris, Jane A., Pittman, Anne, Waller, Marlys, S., *Dance A While*, Minneapolis, Burgess Publishing Co., 1968. **District Resources**

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Suggested Objective Placement 7-8

State Goal	2.9
District Goal	
Program Goal	2.4

Student Learning Objective(s) A. The student knows how to form a square. B. The student knows the various square dance terminology. C. The student is able to perform steps and maneuvers in time with music. D. The student values square dance as a leisure activity. E. The student values the social worth of square dance.

Related Area(s)

Suggested Activities: Grade(s)

Title: Square Dance
Group size: entire class
Materials: record player, square dance records

Procedure(s):

- Divide the class into squares.
- After class has mastered a variety of square dance steps and maneuvers allow each square to devise their own square dance routine to music without calls. They can combine the steps and maneuvers they have learned to this point and use their own imagination and creativity to develop a routine or dance.
- Each square after a number of practice times will demonstrate their dance to the class.

Variation:

- Tell each square to combine six or more steps and maneuvers into a routine. Short routine.
- Combine the routines of two or more squares into one dance routine.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Square dance record sets

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

Active Health

Page	Suggested Grade Placement	District Placement			
	7-8	7	8	9	

The student knows:

- that physical activity enhances the healthy functions of the body systems.
- that daily, vigorous exercise is a desirable aspect of a healthy lifestyle.
- that the body responds in a positive manner to reasonable physical stress.

The student is able to:

- provide a scientifically sound rationale for the benefits of daily vigorous physical activity.
- explain why strength training activities are critical for early adolescent development.
- participate in vigorous physical activity as a part of a daily schedule.

The student values:

- the importance of physical activity to enhance one's health and well being.
- the opportunity to participate in a well planned, comprehensive, daily program of physical education.

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that the body responds in a positive manner to reasonable physical stress. B. The student is able to participate in vigorous physical activity as a part of a daily schedule. C. The student values the importance of physical activity to enhance one's health and well being. D. The student values the opportunity to participate in a well planned, comprehensive, daily program of physical education.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	1,7

Suggested Activities: Grade(s)

Title: Daily Warm-Up
Group size: class
Materials: none

Procedure(s):

- Establish a daily routine, e.g.:
  - 20 Jumping Jacks
  - 20 Push ups
  - 20 Sit ups
  - 20 Mountain Climbers
  - Hurdle Stretch
  - V-sit
  - Groin Stretch
  - Jog five minutes

Suggested Monitoring Procedures

Observation.

Possible Resources

Hockey, Robert V., Physical Fitness, St. Louis, The C. V. Mosby Co. 1973.

District Resources

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	1,7

Student Learning Objective(s) A. The student knows that physical activity enhances the healthy functions of the body systems. B. The student knows that daily, vigorous exercise is a desirable aspect of a healthy lifestyle. C. The student is able to provide a scientifically sound rationale for the benefits of daily vigorous physical activity. D. The student is able to explain why strength training activities are critical for early adolescent development.

Related Area(s)

Suggested Activities: Grade(s)

Title: Active Health Presentation
Group size: class
Materials: handouts, film

Procedure(s):

- Explain how **physical** activity enhances health functioning **of body** systems.
- Provide scientific rationale for the benefits of physical activity.
- Explain why strength training is critical for early adolescent development.
- Show that daily exercise is desirable.

Suggested Monitoring Procedures

Written test.

Observation.

Possible Resources

Hockey, Robert V., Physical Fitness, St. Louis, The C. V. Mosby Co. 1973.

Films:

EXERCISE AND PHYSICAL FITNESS
17 min

EVERYONE'S A WINNER: Program For Physical Fitness
15 min

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement			
Aerobics		7-8	7	8	9	

The student knows:

- definition of aerobics.
- that, aerobic activities such as jogging, bicycling, or swimming must be sustained for a minimum of 12 minutes in order to produce training benefits.
- that aerobic training provides a solid foundation for all other physical fitness development and training.

The student is able to:

- participate in a teacher-selected aerobic training program.
- select and wear clothing (including shoes) and gear that is appropriate for participating safely in aerobic activities.

The student values:

- the health promoting benefits of regular aerobic activities.
- the relative low cost and convenience of aerobic activities.

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	1,2,7

Student Learning Objective(s) A. The student knows the definition of aerobics. B. The student knows that aerobic training provides a solid foundation for all other physical fitness development and training. C. The student values the health promoting benefits of regular aerobic activities. D. The student values the relative low cost and convenience of aerobic activities.

~~Related Area(s)~~

Suggested Activities: Grade(s)_______

Title: Aerobics Presentation
Group size: class
Materials: handouts, films

Procedure(s):

- Provide a definition of aerobics.
- Relate aerobics to sports activities.
- Explain benefits of aerobics.
- Give examples of low cost and convenience of aerobic activities.

Variations:

- Show the film RUN DICK, RUN JANE. (This film is based on Kenneth Cooper's book "The New Aerobic's, and deals with the subject of fitness and the prevention of heart disease.)
- Discuss the main points of the film with the class.

Suggested Monitoring Procedures

Written test.

Possible Resources

Cooper, Kenneth, Aerobics, New York, Bantam Books, Inc. 1968.

Hockey, Robert V., Physical Fitness, St. Louis, The C. V. Mosby Co. 1973.

Film:

RUN DICK, RUN JANE
Col 20 min

ESD 121 Film Library

District Resources

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	1,2,7

Student Learning Objective(s) A. The student knows that aerobic activities such as jogging, bicycling, or swimming must be sustained for a minimum of 12 minutes in order to produce training benefits. B. The student is able to participate in a teacher-selected aerobic training program. C. The student is able to select and wear clothing (including shoes) and

~~Related concept(s)~~ gear that is appropriate for participating safely in aerobic activities.

Suggested Activities: Grade(s)________

Title: Twelve Minute Run
Group size: class
Materials: stop watch and measured distance

Procedure(s):

- After proper warm-up, all students must run as far as possible in twelve minutes.
- A good measure of cardiovascular fitness is as follows:

More than 1 3/4 miles	- Excellent
1 1/2 - 1 3/4 miles	- Good
1 1/4 - 1 1/2 miles	- Average
1 - 1 1/4 mile	- Poor
less than 1 mile	- Very Poor

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Suggested Monitoring Procedures

Record Distances.

Possible Resources

Cooper, Kenneth, Aerobics, New York, Bantam Books, Inc. 1968.

Hockey, Robert V., Physical Fitness, St. Louis, The C. V. Mosby Co. 1973.

District Resources

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SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement			
Agility		7-8	7	8	9	

The student knows:

- that agility is the ability to perform a variety of coordinated movements quickly.
- that agility, can be improved by increasing the speed with which one performs coordination exercises and activities.
- that the shuttle run is a test for agility.

The student is able to:

- demonstrate a variety of agility exercises.
- assess personal agility through the administration of two or more professionally recognized agility tests.

The student values:

- the importance of agility in sports achievement.
- agility as a desirable characteristic.

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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	1,4,7

Student Learning Objective(s) A. The student knows that the shuttle run is a test for agility. B. The student is able to demonstrate a variety of agility exercises. C. The student is able to assist personal agility through the administration of two or more professionally recognized agility tests.

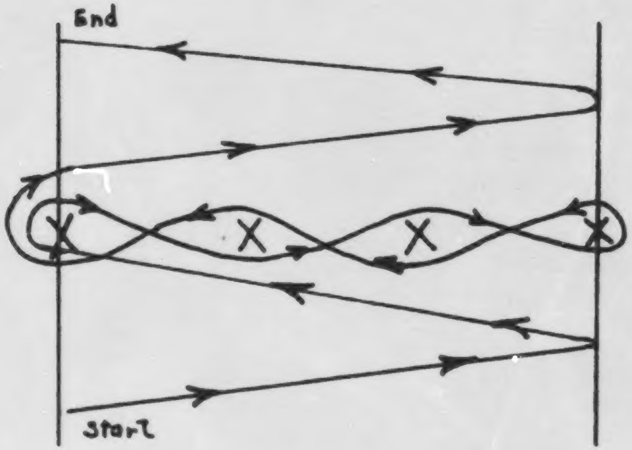
Related Area(s)

Suggested Activities: Grade(s)

Title: Illinois Agility Run
Group size: individual
Materials: stop watch, cones, measured area

Procedure(s):

- Student starts in prone position with hands beside chest and forehead on starting line.
- He jumps up on starting signal and follows diagrammed pattern.
- Cones are ten feet apart.



X - cones

Suggested Monitoring Procedures

Possible Resources

Adams, W. C., Foundation of Physical Activity, Champaign, Ill., Stripes Publishing Co.

Hockey, Robert V., Physical Fitness, St. Louis, The C. V. Mosby Co. 1973.

District Resources

Suggested Activities: Grade(s)________

Title: Shuttle Run
Group size: individual
Materials: stop watch, wood blocks, measured area

Procedure(s):

- Two lines marked off thirty feet apart.
- Two wood blocks placed in the line opposite the starting point.
- Student runs down, picks up one block, brings it back and sets it on the line. He/she returns for the second block and brings it back. The second time he/she may run through the line and time stops.

Suggested Monitoring Procedures

Record times.

Possible Resources

Hunsicker, Paul, Reiff, Guy, AAHPER Youth Fitness Test Manual, AAHPER, Publications, Wash. D.C., 1976.

District Resources

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	2,4,7

Student Learning Objective(s) A. The student knows that agility is the ability to perform a variety of coordinated movements quickly. B. The student knows that agility can be improved by increasing the speed with which one performs coordination exercises and activities. C. The student values the importance of agility in sports achievement. D. The student values agility as a desirable characteristic.

~~Related Area(s)~~

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Agility Drills **Group size:** class **Materials:** none **Procedure(s):** . Students in lines, first person in each line performs the given drill. . Carioca . Bear Walk . Crab Walk . Backward Run . Spinner		District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

Evaluation

Page	Suggested Grade Placement	District Placement			
	7-8	7	8	9	

The student knows:

- that physical fitness components can be tested.
- that there are two AAHPERD physical fitness tests composed of several items with national achievement norms.
- that the President's Council on Physical Fitness and sports has established an award system to motivate high achievement in physical fitness.
- that achievement of the 85th percentile on each item on the AAHPERD Youth Fitness Test is required to qualify for the President's Physical Fitness Team Award.
- that improvement in physical fitness requires vigorous participation in progressively increased resistive activities.

The student is able to:

- perform the exercises included in the AAHPERD physical fitness test batteries accurately.
- achieve the best possible score on each item of the AAHPERD test batteries a minimum of once per year.

The student values:

- a level of physical fitness that permits vigorous participation without undue fatigue.
- the opportunity to assess personal levels of physical fitness achievement on a regular basis.

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that there are two AAHPERD physical fitness tests composed of several items with national achievement norms. B. The student knows that the President's Council on Physical Fitness and sports has established an award system to motivate high achievement in physical fitness. C. The student knows that achievement of the 85th percentile on each item on the AAPHERD Youth Fitness Test is required to qualify for the President's Physical Fitness Team Award.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	1,4

Suggested Activities: Grade(s)______	Suggested Monitoring Procedures	Possible Resources
Title: Fitness Test Presentation **Group size:** class **Materials:** charts, handouts, sample awards, test equipment, demonstrators Procedure(s): . Explain and demonstrate procedures for testing and events involved. . Explain national norms, percentile rankings and philosophy of test. . Explain Award System and qualifying marks.	Written test.	
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Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	1,4

Student Learning Objective(s) A. The student knows that improvement in physical fitness requires vigorous participation in progressively increased resistive activities. B. The student is able to perform the exercises included in the AAPHERD physical fitness test batteries accurately. C. The student values a level of physical fitness that permits vigorous

~~Related Area~~(s) participation without undue fatigue.

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Circuit Training **Group size:** class **Materials:** available area **Procedure(s):** • Students run continuously when not performing another exercise. • Upon command or when reaching the given area perform the predetermined exercise, e.g. situps, pullups, jumping, pushups. • Include exercises in the fitness test and any others that may be helpful. • Make the circuit progressively harder.	Observation. Administration of Fitness Test. Time the Circuit.	
		District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that physical fitness components can be tested. B. The student is able to achieve the best possible score in each item of the AAHPERD test batteries; a minimum of once per year. C. The student values the opportunity to assess personal levels of physical fitness achievement on a regular basis.

State Goal	2,9
District Goal	
Program Goal	1,4

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: President's Fitness Test **Group size:** individual **Materials:** stop watches, mats, measured long jump area, measured area for 50 yard dash and 600 yard run, wood blocks and measured shuttle run area, pullup bar **Procedure(s):** • Administer the test according to the guidelines given in the AAHPERD Youth Fitness Test Manual. • Post qualifying scores and times so students know minimum qualifying marks.	Record Scores.	Hunsicker, Paul, Reiff, Guy, AAHPER Youth Fitness Test Manual, AAHPER, Publications, Wash. D.C., 1976.
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement			
Flexibility		7-8	7	8	9	

The student knows:

- that flexibility refers to the elasticity of the muscle groups which permits the range of movement at joints.
- that flexibility can be increased by stretching exercises.
- that static stretching performed by gradual steady pressure is the safest and most desirable method of sustaining flexibility.

The student is able to:

- demonstrate stretching exercises that can be used to increase flexibility of the major muscle groups.
- document increased flexibility in two or more muscle groups resulting from the application of stretching exercises.

The student values:

- the importance of flexibility in sports achievement.
- flexibility as a desirable characteristic.

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that flexibility refers to the elasticity of the muscle groups which permits the range of movement at joints. B. The student knows that flexibility can be increased by stretching exercises. C. The student knows that static stretching performed by gradual steady pressure is the safest and most desirable method of sustaining flexibility. D. The student is able to demonstrate stretching exercises that can be used to increase flexibility of the major muscle groups.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	1,4,7

Suggested Activities: Grade(s)

Title: Flexibility Program
Group size: class
Materials: none

Procedure(s):

- Develop a routine of stretching exercises.
- Include all major muscle groups
  - Hurdle stretch
  - V-sit
  - Groin stretch
  - Shoulder
  - Calves

Suggested Monitoring Procedures

Observation

Possible Resources

Films:

EVERYONE'S A WINNER: Balance, Flexibility, and Power 13 min

ESD 121 Film Library

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to document increased flexibility in two or more muscle groups resulting from the application of stretching exercises.

State Goal 2,9

District Goal

Program Goal 1,4,7

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Stand and Reach Group size: individual Materials: ruler and bench Procedure(s): • Student stands on the bench and reaches down as far as possible without bending the legs. • Measure the distance from the edge of the bench to the hands. Measures above the bench are negative and below are positive.	Record scores before and after flexibility program.	Hockey, Robert V., Physical Fitness, St. Louis, The C.V. Mosby Co., 1973. District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to document increased flexibility in two or more muscle groups resulting from the application of stretching exercises. B. The student values the importance of flexibility in sports achievement. C. The student values flexibility as a desirable characteristic.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	1,4,7

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Shoulder Lift Group size: individual Materials: rulers Procedure(s): • Student lies face down on the floor with arms parallel and holding a ruler in his hands. Chin and forehead remain on the floor while the ruler is raised as high as possible with the arms straight. • Measure the distance from the floor to the lower edge of the ruler.	Record distances before and after flexibility program.	Hockey, Robert V., Physical Fitness, St. Louis, The C.V. Mosby Co., 1973.
		District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement			
Muscular Endurance		7-8	7	8	9	

The student knows:

- that muscular endurance is the ability of a muscle to maintain a repeated movement over an extended period of time.
- that muscular endurance can be increased by progressively increasing the number of repetitions of an exercise.
- that muscular endurance enhances one's success in a variety of sports and vocational activities.

The student is able to:

- demonstrate exercises that can be used to increase endurance of the major muscle groups of the body.
- assess muscular endurance of various large muscle groups of his/her body.
- participate regularly in activities designed to increase endurance of the major muscle groups.

The student values:

- the importance of muscular endurance in sports achievement.
- muscular endurance as a desirable characteristic.

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	1,4,7

Student Learning Objective(s) A. The student knows that muscular endurance is the ability of a muscle to maintain a repeated movement over an extended period of time. B. The student is able to demonstrate exercises that can be used to increase endurance of the major muscle groups of the body. C. The student is able to assess muscular endurance of various large muscle groups of his/her body. D. The student values muscular endurance as a desirable characteristic.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Muscular Endurance Tests **Group size:** individual **Materials:** stop watch, pull-up bar, mats **Procedure(s):** • Sit-ups - Bent knee sit-ups, time for one minute. • Pull-ups - As many as possible, girls--bent arm hang. • Burpees - Time for one minute.	Record number of correct repetitions.	Hockey, Robert V., Physical Fitness, St. Louis, The C.V. Mosby Co., 1973.
		District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that muscular endurance can be increased by progressively increasing the number of repetitions of an exercise. B. The student is able to participate regularly in activities designed to increase endurance of the major muscle groups.

State Goal	2,9
District Goal	
Program Goal	1,4,7

Related Area(s) ____

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Possible Resources
Title: Muscular Endurance Progression Group size: class Materials: pull-up bar Procedure(s): . Establish progressive muscular endurance exercise program. . Start easy and gradually increase number of repetitions or length of time. . Include sit-ups, pull-ups, push-ups, burpees.	Observation Testing	Films: EVERYONE'S A WINNER: Muscular Strength and Endurance col 16 min ESD 121 Film Library District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that muscular endurance enhances one's success in a variety of sports and vocational activities. B. The student values the importance of muscular endurance in sports achievement.

State Goal	2,9
District Goal	
Program Goal	1,4,7

Related Area(s) ____

Suggested Activities: Grade(s)____	Suggested Monitoring Procedures	Possible Resources
Title: Rope Climb **Group size:** individual **Materials:** climbing rope **Procedure(s):** . Time each student in climbing the rope.	Record times. Observation.	
		District Resources

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SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

Power

Page	Suggested Grade Placement	District Placement			
	7-8	7	8	9	

The student knows:

- that power refers to the dynamic force an individual can exert with various muscle groups.
- that power can be increased through proper resistive exercises.
- that the standing long jump and the vertical jump are professionally recognized tests of power.

The student is able to:

- demonstrate a variety of exercises designed to increase the power of the major muscle groups.
- assess personal power through the administration of two or more professionally recognized tests for power.

The student values:

- the importance of power in sports achievement.
- power as a desirable characteristic.

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that power refers to the dynamic force an individual can exert with various muscle groups. B. The student knows that the standing long jump and the vertical jump are professionally recognized tests of power. C. The student is able to assess personal power through the administration of two or more professionally recognized tests for power.

State Goal	2,9
District Goal	
Program Goal	1,4,7

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Power Tests Group size: individual Materials: measured areas Procedure(s): . Standing Long Jump - measured from the point of take-off to the part of the body landing nearest the line. . Vertical Jump Reach - figure the difference between height reached while standing and height reached from a standing jump.	Record distance and height.	Hockey, Robert V., Physical Fitness, St. Louis, The C.V. Mosby Co., 1973.
		District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that power can be increased through proper resistive exercises. B. The student is able to demonstrate a variety of exercises designed to increase the power of the major muscle groups.

State Goal	2,9
District Goal	
Program Goal	1,4,7

Related Area(s) __________

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
Title: Power Jumping Group size: individual Materials: jump ropes Procedure(s): . Fold the rope in half twice. . Holding the rope by each end, jump over without letting go. . Continue jumping back and forth for a given length of time.	Count repetitions in a given length of time.	Film: ROPE SKIPPING: Basic Steps 16 min ESD 121 Film Library
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	1,4,7

Student Learning Objective(s) A. The student values the importance of power in sports achievement. B. The student values power as a desirable characteristic.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Power as Related to Track Events Group size: individual Materials: long jump area Procedure(s): • Demonstrate use of power in long jump and triple jump events. • Have students practice long jumps and triple jump events. • Record distances of students.	Measure distances.	Film: EVERYONE'S A WINNER: Balance, Flexibility and Power 13 min ESD 121 Film Library
		District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement			
Speed		7-8	7	8	9	

The student knows:

- that speed refers to the amount of time it takes a person to move from one place to another.
- that speed can be increased through a combination of strengths, endurance, flexibility, and coordination exercises.

The student is able to:

- demonstrate how the factors of stride, body alignment, body lean, placement of feet, enhance running speed.
- assess personal running speed.

The student values:

- the importance of speed in sports achievement.
- running speed as a desirable characteristic.

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that speed refers to the amount of time it takes a person to move from one place to another. B. The student knows that speed can be increased through a combination of strength, endurance, flexibility, and coordination exercises. C. The student is able to demonstrate how certain factors enhance running speed; e.g. stride, body alignment, body lean, placement of feet. D. The student is able to assess personal running speed.

Related Area(s) ______

State Goal	2,9
District Goal	
Program Goal	1,4,7

Suggested Activities: Grade(s) ______

Title: Time Trials
Group size: individual
Materials: stopwatch; optional-track and starting blocks

Procedure(s):

- Assess time at varied distances; e.g., 25m, 50m, 100m, 200m, 400m.
- Discuss how times are affected by starts; e.g. is the 25m time exactly twice as fast as the 50m?
- Discuss how speed is affected by endurance; e.g. is the 100m time exactly four times the 400m time?
- Record times in each event.
- Begin a program with students to enhance their speed; e.g. stride, body alignment, body lean, placement of feet.
- Record times after the program is underway to determine if growth is forthcoming.

Suggested Monitoring Procedures

Record times.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student values the importance of speed in sports achievement. B. The student values running speed as a desirable characteristic.

State Goal	2,9
District Goal	
Program Goal	1,4,7

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Speed Demonstration Group size: class Materials: bats, balls, bases Procedure(s): • Time students to determine their speed to first base. • Time the ball to first base as various infielders make the play. • Show that a small difference in speed will many times decide whether you are safe or out.	Record times.	

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement			
Strength		7-8	7	8	9	

The student knows:

- that strength refers to the amount of resistance a muscle or muscle group can overcome.
- that strength can be increased by progressively increasing the amount of resistance required to fatigue a muscle.
- that strength training can enhance safe and successful participation in sports.

The student is able to:

- demonstrate proper execution of a variety of strength enhancing exercises.
- document increased strength in two or more major muscle groups resulting from strength training exercises.

The student values:

- strength as a desirable characteristic.
- the importance of strength in sports achievement.

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that strength can be increased by progressively enhancing the amount of resistance required to fatigue a muscle. B. The student knows that strength training can enhance safe and successful participation in sports. C. The student is able to demonstrate proper execution of a variety of strength enhancing exercises. D. The student values strength as a deirable characteristic. E. The student values the importance of strength in sports achievement.

State Goal	2,9
District Goal	
Program Goal	4,7

Related Area(s)

Suggested Activities: Grade(s)

Title: 10 Lift Program
Group size: individual
Materials: weights

Procedure(s):

- Start each exercise with the maximum lift.
- Reduce the weight 10 lbs. and lift as many times as possible.
- Continue until 10 repetitions have been performed.
- Move to next exercise.
- Increase maximum weight if lifted two or more times.

Suggested Monitoring Procedures

Record maximum weights.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

State Goal	2,9
District Goal	
Program Goal	4,7

Student Learning Objective(s) A. The student knows that strength refers to the amount of resistance a muscle or muscle group can overcome. B. The student is able to document increased strength in two or more major muscle groups resulting from strength training exercises.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Testing for Maximum Lifts **Group size:** individual **Materials:** weights **Procedure(s):** • Test for a maximum lift on the bench press. • Test for a maximum lift on the leg press.	Record weight lifted.	

District Resources

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SMALL SCHOOLS

PHYSICAL EDUCATION CURRICULUM

Grades 9-12

PHYSICAL EDUCATION

MAY 1981

This is a publication of the Instructional and Professional Services Division of the State Superintendent of Public Instruction, Olympia, Washington.

Dr. Frank B. Brouillet
State Superintendent of Public Instruction

Dr. Jack L. Frisk
Deputy Superintendent

Dr. Monica Schmidt
Assistant Superintendent
Division of Instructional and Professional Services

William Radcliffe, Jr.
Director
Basic Education Section

Dan Ludewick, Supervisor
Physical Education/Equity Education

ACKNOWLEDGEMENTS

Physical Education Special Consultants:

Cam Kerst, Physical Education Specialist, Tacoma Public Schools
Bob Melson, Physical Education Coordinator,
Lake Washington School District
Bud Turner, Curriculum Specialist, Seattle Public Schools
Al Tweit, Coordinator of Physical Education and Health,
Olympia School District

Physical Education Objectives Committee:

Jack Bonato, Teacher, Carbonado School District
Susan Cox, Teacher, Carbonado School District
Stan Chandler, Teacher, Eatonville School District
Ari Roberts, Teacher, Eatonville School District
Landon Fitch, Administrator, Eatonville School District
Walt Zeiger, Teacher, Lower Snoqualmie School District
Robert Scharer, Teacher, Lower Snoqualmie School District
Greg Craighead, Teacher, Orting School District
Georgia Harris, Teacher, Steilacoom Historical School District
Diane Bjornson, Teacher, Steilacoom Historical School District
Melissa Martin, Teacher, Steilacoom Historical School District
Burleigh Hombel, Principal, Steilacoom Historical School District
Sean Gallagher, Teacher, White River School District
Dale Krueger, Teacher, White River School District
Tersa Ross, Teacher, White River School District
Trena Page, Teacher, White River School District

David Hartl, Editor
Doris Hartl, Editor
Colleen Bolin, Typist, ESD 189
Maureen Danner, Word Processing Typist, ESD 189
Debbie Porter, Word Processing Typist, ESD 189

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INTRODUCTION

The Small Schools Project Objectives and Curriculum for Physical Education were developed during the 1980-81 school year through the cooperative efforts of three levels of educational organization; six King and Pierce County school districts, Educational Service District 189 and the Superintendent of Public Instruction. Funds were provided through Title IV C with ESD 189 providing in-kind services.

Process Procedure. ESD 189 personnel and selected curriculum specialists first identified objectives in Physical Education to serve as a basis for a goal based curriculum. A cadre of teachers from the six consortium schools (Carbonado, Eatonville, Lower Snoqualmie, Orting, Steilacoom Historical, and White River) then proceeded to use the objectives list as a base for curriculum development. The objectives listed in this document represent the final product of the curriculum specialists and classroom teachers. The third phase involved the classroom teachers writing activities to accompany the objectives. This curriculum will be published in separate curriculum guides, i.e., K-3, 4-6, 7-8, 9-12.

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

Book covers and objective pages for all Small Schools materials have been color-coded for each subject: Reading--green, Language Arts--yellow, Mathematics--blue, Social Studies--buff, Science--pink, and Physical Education--orange. Following each colored objective page there are several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objectives. See pages vii and viii of this book for a more detailed explanation of the format. On that objective page all objectives for an area of the scope are identified. Within each curriculum book the objectives have been correlated to the goals for the Washington Common Schools and to the Small Schools Program Goals for that subject area.

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This law requires districts to identify student learning objectives grades nine through twelve in the area of language arts, reading and mathematics and initiate implementation of such a program on or before September 1, 1981. School districts are required by 1986 to have developed student learning objectives for all other courses of study. *The Superintendent of Public Instruction developed a timeline for the orderly development and implementation of Student Learning Objectives to carry out the law. The timeline shows that physical education and social studies are to be implemented by 1983.)

The approach of the Small Schools Project Consortium was first to develop a curriculum, K-12 Physical Education and 4-12 in Social Studies, using a goal base model. Thus, the objectives contained in this book, although they may be helpful in meeting the intent of the law, were really designed as instructional objectives and not specifically for the SLO Law. The consortium also made a decision to develop a taxonomy of objectives for each discipline. Contained within this book are many more objectives than any district would choose to identify as their SLO objectives.

PHYSICAL EDUCATION CURRICULUM ACTIVITIES
Grades K-12

Users of the Small Schools Physical Education Curriculum guides grades K-12 should note that the activities are written by teachers representing small school districts. The activities are written with the idea of not duplicating a text but rather to present a game, simulation or an activity to carry out the objective. This is done with the premise that schools normally have a basic text and the activities are merely to supplement or extend the text.

Only a few activities were written with the hope they would stimulate teachers to create additional activities. Also, the activities were written over a space of only a few months in order to meet a state deadline for printing purposes.

---

*See "Guide to the Student Learning Objectives Law," RCW 28A.58.090 SPI, Olympia, Washington 98504.

FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to assist districts in personalizing the curriculum to meet their own educational program needs.

The format pages contained within this book list the sequence of student learning objectives in the specific curriculum area of social studies. On each page broad grade placements have been recommended indicating where the objectives should be taught, i.e. 4-6, 7-8, and 9-12. Grade recommendations are made with the understanding that they apply to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the local district curriculum. The columns may also be used to indicate where an objective is introduced (I), practiced (P), reinforced (R), or mastered (M) within a district curriculum. An objective may be deleted by striking it from the list or another objective may be added by writing it directly on the sequenced objective page.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Aquatics		9-12	9	10	11	12
The student knows: • the appropriate forms of swimming stroking skills including back, breast, side, crawl, and butterfly. • basic lifesaving skills including swimming skills. • that the area of aquatics may include swimming, diving and water sports. • that water safety skills are important for survival.						
The student is able to: • describe the various areas of aquatics. • demonstrate basic water safety and rescuing techniques. • stay afloat using a variety of swimming techniques. • demonstrate basic strokes including, back, breast, side, crawl, and butterfly stroke.						
The student values: • swimming as a leisure activity that enhances physical fitness.						

SMALL SCHOOL PROJECT

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, Career Education and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the appropriate forms of swimming skills including back, breast, side, crawl and butterfly strokes. B. The student knows that the area of aquatics may include swimming, diving and water sports. C. The student is able to describe the various areas of aquatics. D. The student is able to stay afloat using a variety of swimming techniques. E. The student is able to demonstrate basic strokes including back, breast, side, crawl and butterfly strokes. F. The student values swimming as a leisure activity.

~~Related Area(s)~~

State Goal	2,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Aquatics Group size: large Materials: swim suits Procedure(s): . Have students follow the leader, alternating strokes, while swimming around the pool. . Tag ("Freeze") -- when a student is tagged, he/she treads water until unfrozen. More than one person may be "it". . Interscholastic Swim Meet or Water Festival including races, relays, partner swim, diving, water volleyball, basketball or softball. . Try synchronized swimming routine.	Teacher observation. Skills tests.	Torney, John A., Clayton, Robert D., Aquatic Instruction, Coaching and Management, Minneapolis, Minn., Burgess Publishing Co., 1970.
		District Resources

DEFINITION OF FORMAT TERMS

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, word attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972, the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcome of an entire area of instruction as mathematics, language arts or social studies.

Student Learning Objectives

The three major types of learning objectives which have been identified are knowledge, process and value objectives.

> Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principles and laws, simple generalizations, similarities and differences, etc.
>
> An example of a Knowledge Student Learning Objective is "The student knows guide words in a dictionary indicate the first and last words on the page."

Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are though to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgement and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

K - 12

PHYSICAL EDUCATION PROGRAM GOALS

1. The student has an appreciation of the need to participate in regular physical activity and to apply desirable health knowledge to maintain fitness for everyday living throughout life.
2. The student develops knowledge and understanding of factors necessary to analyze and perform functional and expressive movement.
3. The student will acquire safety skills, habits, and develop awareness regarding safety for themselves and for others.
4. The student will be stimulated through physical education to seek participation in and derive enjoyment from wholesome recreation during leisure time.
5. The student values the personal qualities of self control, self confidence, good sportsmanship and respect for others that enable him/her to work and play with others for common goals.
6. The student knows rules and is able to apply strategies in a variety of physical education activities and sports.
7. The student is able to exhibit neuromuscular coordination techniques, agility, balance, and flexibility in a variety of physical education activities and sports.

SMALL SCHOOLS PROJECT

PHYSICAL EDUCATION SCOPE
SCOPE
(9-12)

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SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Basketball		9-12	9	10	11	12

The student knows:

- the rules of basketball sufficiently to play and officiate.
- the basic offensive and defensive strategies.
- the techniques and application of a variety of offensive and defensive skills.
- historical aspects of the game of basketball.

The student is able to:

- play a basketball game using official rules.
- employ offensive strategies; e.g., screening, picking, give and go.
- employ defensive strategies; e.g., one to one, zone, switching, screening off.
- perform fundamental shots; e.g., set shot, lay-up, reverse lay-up, jump shot and hook with correct body mechanics and form.
- apply screening, jumping and positioning strategies in rebounding.

The student values:

- playing by the rules for fun and safety.
- basketball as a leisure activity.
- cooperation required for success in basketball games.

Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	4,5

Student Learning Objective(s) A. The student knows the rules of basketball sufficiently to play and officiate. B. The student is able to play a basketball game using official rules. C. The student values playing by the rules for fun and safety. D. The student values basketball as a leisure activity. E. The student values cooperation required for success in basketball games.

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Basketball Group size: 12 Materials: basketball, whistles Procedure(s): . Play a regulation game with two students officiating. . Modify the rules for emphasis; e.g. five passes before a shot, no dribbling, "stars" can't shoot.	Teacher observation. Written test.	

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the basic offensive and defensive strategies. B. The student knows the techniques and application of a variety of offensive and defensive skills. C. The student is able to employ offensive strategies, e.g. screening, picking, give and go. D. The student is able to employ defensive strategies, e.g. one to one, zone, switching, screening off.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,5

Suggested Activities: Grade(s) 9-12

Title: Two on Two
Group size: 4
Materials: basketball and basket

Procedure(s):

- Have students play games of two on two.
- Define general playing rules.
- Modify the game for emphasis on certain skills, e.g. no shot may be taken until a screen has been set and accepted.

Variation:

- Work with students on specific shots, e.g. set, jump and hook.
- Work with students on defensive tips, e.g. assume boxer's stance, knees bent , weight on balls of feet.

Suggested Monitoring Procedures

Score the games

Observation of specific skill development of students.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	4,5

Student Learning Objective(s) A. The student knows the techniques and application of a variety of offensive and defensive skills.

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Three on Two, Two on One
Group size: Nine or more
Materials: basketball; two baskets

Procedure(s):

- Two players start at the far end of the court. The remaining players are in three lines at the near end.
- Play starts with three players bringing the ball down against the two at the far end.
- The defensive players obtain the ball on a rebound, successful shot or turnover and break back to the other end of the floor.
- The other two stay on defense and wait for the next three offensive players.

Suggested Monitoring Procedures

Observation of offensive and defensive skills, giving assistance when needed.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the historical aspects of the game of basketball.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,5

Suggested Activities: Grade(s) 9-12

Title: Basketball History
Group size: class
Materials: handouts, films

Procedure(s):

- Have students research the library and write a paper on the history of basketball.
- Show films about basketball and/or lecture on the history of the game.

Variation:

- Contact the NBA and obtain information on the history of basketball and those elected to the "hall of fame" status.

Suggested Monitoring Procedures

Written test.

Possible Resources

Film:

PLAYING BASKETBALL	13 min
WOMEN'S BASKETBALL	14 min

ESD 121 Film Library

Readers' Guide

National Basketball
Assocication,
Larry O'Brien, Commissioner

District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to employ offensive strategies, e.g. give and go. B. The student is able to perform fundamental shots, e.g. set shot, lay-up, reverse lay-up, jump shot and hook with correct body mechanics and form.

State Goal	2,9
District Goal	
Program Goal	4,5

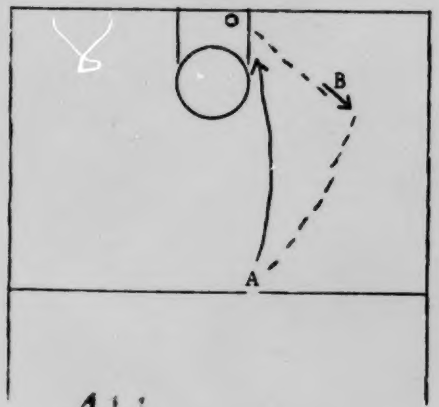
Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Give and Go
Group size: five or more
Materials: basketball and basket

Procedure(s):

- Player A starts at half court with the ball. Player B will break to a spot along the free throw line extended.
- A passes the ball to B and breaks to the basket.
- A receives a return pass from B and performs the prescribed shot, e.g. lay-up, reverse lay-up, jump shot.



Suggested Monitoring Procedures

Observation of techniques in shooting, assisting students as needed.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Team Sports						
Field Hockey		9-12	9	10	11	12

The student knows:

- the basic rules of field hockey.
- strategies.
- the skills and strategies for the various offensive and defensive positions.

The student is able to:

- successfully participate in the game of field hockey.
- apply offensive and defensive strategies in the game of field hockey.

The student values:

- playing by the rules for fun and safety.
- cooperation required for success in field hockey games.

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the skills and strategies for the various offensive and defensive positions. B. The student is able to apply offensive and defensive strategies in the game of field hockey.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Strategies
Group size: in pairs (20-30)
Materials: sticks for everyone, balls for partners.

Procedure(s):

- Demonstrate each pass; a flat is to the side, a through is straight ahead.
- Have partners pass diagonals, running down the field.
- Have one partner pass flat, the other pass through, then switch roles.
- Have students use a combination of passes.
- Play three on three on half a field.
- Have offense working on passing combinations to score, and the defense on clearing the ball to the side away from the goal.

Suggested Monitoring Procedures

Teacher evaluation.

Skills tests.

Possible Resources

Seidel, Biles, Figley, Neuman, Sports Skills, A Conceptual Approach to Meaningful Movement, Dubuque, Iowa, William C. Brown Co.

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the basic rules of field hockey. B. The student knows strategies. C. The student knows the skills and strategies for the various offensive and defensive positions. D. The student is able to successfully participate in the game of field hockey. E. The student is able to apply offensive and defensive strategies in the game of field hockey.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Creating Spaces "Offense": Clearing Away "Defense"
Group size: five on five, 20-30
Materials: sticks for everyone, balls, cages

Procedure(s):

- Play five on five; half a field. Designate one group offense and one defense, then switch roles. Give points for goals scored and defensive clears.
- Play an official game of field hockey.

Suggested Monitoring Procedures

Teacher evaluation.

Possible Resources

Seidel, Biles, Figley, Neuman, Sports Skills, A Conceptual Approach to Meaningful Movement, Dubuque, Iowa, William C. Brown Co.

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: **Physical Education**

SPECIFIC AREA: **Team Sports**

	Page	Suggested Grade Placement	District Placement			
Flickerball		9–12	9	10	11	12
The student knows: • the rules of flickerball sufficiently to play and officiate. • the offensive and defensive strategies of flickerball. • that the game of flickerball is an aerobic sport.						
The student is able to: • apply the official rules of flickerball as a player or official. • apply basic offensive and defensive strategies. • evaluate the aerobic conditioning of flickerball to a personal aerobic conditioning program.						
The student values: • flickerball as a fun, aerobic activity. • cooperation required for success in flickerball games.						

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the basic rules of flicker ball. B. The student is able to apply the official rules of flicker ball as a player or official.

State Goal	2,9
District Goal	
Program Goal	4,5,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Flicker Ball
Group size: two teams of 5-11 each
Materials: target shirts and football

Procedure(s):

- Identify the playing boundaries and goals.
- Identify teams and assign target shirts to all members of one team.
- Determine the goal each team will defend.
- Have students take positions on the field and play the game in accordance with official rules.

Variations:

- Substitute goal area if official goal is not available.
- Use nerf football to enhance success with passing and receiving skills.

Suggested Monitoring Procedures

Teacher observation of noting student knowledge of the rules and specific skill development.

Possible Resources

Wash. State Univ. Units of Instruction. Department of Physical Education W.S.U., Pullman, Wa.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the basic rules of flicker ball. B. The student values cooperation required for success in flicker ball games.

State Goal	2,9
District Goal	
Program Goal	4,5,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Flicker Ball Rules Presentation
Group size: entire class
Materials: handouts, chalkboard or transparencies & overhead projector.

Procedure(s):

- Diagram a flicker ball field and goals.
- Designate playing positions for starting the game.
- Describe the objectives of the game and methods of scoring.
- Define the rules for both offensive and defensive players.
- Stress safety rules and considerations.
- Demonstrate skills and maneuvers for clarity and understanding.

Suggested Monitoring Procedures

Written quiz.

Possible Resources

Wash. State Univ. Units of Instruction. Department of Physical Education W.S.U., Pullman, Wa.

District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Football

Page	Suggested Grade Placement	District Placement			
	9-12	9	10	11	12

The student knows:

- the rules of flag or touch football sufficiently to play and officiate.
- the basic offensive and defensive strategies.
- the techniques and applications of a variety of offensive and defensive skills.

The student is able to:

- play a flag/touch football game using official rules.
- play a variety of offensive and defensive football positions.
- apply a variety of offensive formations.
- apply a variety of defensive strategies to meet specific playing situations.

The student values:

- playing by the rules for fun and safety.
- football as a leisure activity.
- cooperation required for success in football games.

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the basic offensive and defensive strategies. B. The student knows the techniques and applications of a variety of offensive and defensive skills. C. The student is able to apply a variety of offensive formations. D. The student is able to apply a variety of defensive strategies to meet specific playing situations.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Football Formations and Strategies Group size: any Materials: football, belts, and flags. Procedure(s): • Teach the students the offensive and defensive sets and strategies and purpose of each. (e.g. goal-line defense, pass prevent defense) • Line students up in a few simple sets. • Have students run a few simple plays. • Have students call plays and signals using correct terminology.	Teacher evaluation.	Film: PLAYING TOUCH FOOTBALL 12 min ESD 121 Film Library
		District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the rules of flag or touch football sufficiently to play and officiate. B. The student is able to play a flag/touch football game using official rules. C. The student is able to play a variety of offensive and defensive positions. D. The student values football as a leisure activity.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Flag Football Group size: any Materials: football, belts, and flags. Procedure(s): • Review rules of flag and touch football. • Officiate a few games, then have students officiate them. • In each new game, have players play a different position.	Teacher evaluation.	Film: PLAYING TOUCH FOOTBALL 12 min ESD 121 Film Library
		District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Frisbee		9–12	9	10	11	12

The student knows:

- the basic rules of a variety of team frisbee games.
- the basic strategies used in variety of team frisbee games.
- the skills involved in team frisbee games, e.g. tossing and catching.

The student is able to:

- successfully participate in a variety of team frisbee games.
- teach one or more team frisbee games to others.
- apply offensive and defensive strategies in a team frisbee game.

The student values:

- team frisbee games as leisure activities.
- cooperation required for success in team frisbee games.

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows skills involved in team frisbee games, e.g. tossing and catching. B. The student knows the basic strategies used in a variety of team frisbee games. D. The student is able to apply offensive and defensive strategies in team frisbee games. E. The student values cooperation required for success in team frisbee games.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,5

Suggested Activities: Grade(s) 9-12

Title: Frisbee Football
Group size: groups of six
Materials: football flags, frisbees

Procedure(s):

- Regular flag football rules apply modified for frisbee, e.g. scoring, centering, playing area.
- Two groups of six play against each other in a specified playing area.
- Team with the most points at end of playing time wins.

Variations:

- 3 on 3.
- 4 on 4.
- Pass and catch contests.

Suggested Monitoring Procedures

Teacher observation.

Written and skills test.

Possible Resources

Flag Football Rules and Strategies.

District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the basic rules of a variety of team frisbee games. B. The student knows the skills involved in team frisbee games, e.g. tossing and catching. C. The student is able to successfully participate in a variety of team frisbee games. D. The student values team frisbee games as leisure activities.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,5

Suggested Activities: Grade(s)

Title: Ultimate Frisbee
Group size: groups of seven
Materials: frisbees, pinnies

Procedure(s):

- **Ultimate frisbee** is a fast moving competitive, **non-contact sport** involving basically basketball and football skills.
- The object of ultimate frisbee is to gain points by scoring goals, i.e. catching the frisbee in the end zone.
- The frisbee may only be passed.
- The defensive team gains possession whenever the offensive team's pass is incomplete, intercepted, knocked down or goes out-of-bounds.
- When a foul occurs, play stops and an opponent player gains possession at the point of infraction.
- Substitutions can be made only:
  1. After a goal and before the ensuing throw-off.
  2. To replace an injured player.
  3. After periods of play.

Suggested Monitoring Procedures

Teacher observation.

Peer observation.

Possible Resources

Bud Turner, Seattle School District.

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Gym Hockey		9-12	9	10	11	12

The student knows:

- the basic rules of gym hockey.
- strategies.
- the skills and strategies for the various offensive and defensive positions.

The student is able to:

- successfully participate in the game of gym hockey.
- apply offensive and defensive strategies in the game of gym hockey.
- use the hockey stick to pass, receive, shoot, guard and pivot with appropriate body mechanics and form.

The student values:

- playing by the rules for fun and safety.
- cooperation required for success in gym hockey games.

Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows the strategies of gym hockey. B. The student is able to use the hockey stick to pass, receive, shoot, guard and pivot with appropriate body mechanics. C. The student values playing by the rules for fun and safety. D. The student values the cooperation required for success in gym hockey games.

Related Area(s)

Suggested Activities: Grade(s)

Title: Keep Away

Group size: entire class, divided into small groups

Materials: hockey sticks, hockey pucks, pinnies, if needed.

Procedure(s):

- Divide class into small groups (5-6).
- Designate playing areas and boundaries with two groups at each area.
- A puck is placed in the center of each playing area. On the whistle, one player from each group goes for the puck trying to control it for his/her team. Once a team has controlled the puck, they pass and move within their playing area, trying to keep the other team from getting the puck. At end of time period, opposite group can begin with the puck.

Variations:

- 2 against 2
- 3 against 3
- Every player in each group must play the puck.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows the skills and strategies for the various offensive and defensive positions. B. The student is able to apply offensive and defensive strategies in the game of gym hockey. C. The student values cooperation required for success in gym hockey games.

Related Area(s)

Suggested Activities: Grade(s)

Title: Three on Two Fast Break

Group size: small groups 8-10

Materials: hockey sticks, hockey pucks, goal areas or nets

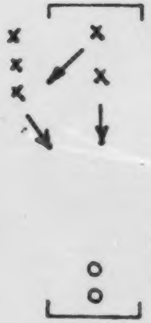
Procedure(s):

- Depending upon class size, utilize as much floor space and maximum participation as possible.
- Set up two or three hockey playing areas with goal nets at each end of each playing area with one group at each playing area.

  Station two defenders at each end with the rest of the group divided into two lines on opposite sidelines of the playing area.
- Beginning at one end, give the puck to the two defenders. They pick up the first person on their sideline passing and moving down to the opposite end trying to score a goal. Once a goal is made or the two defenders control the puck, they move with first person in their line down to the opposite end.
- Offensive players become defenders, defenders become offensive players.

Suggested Monitoring Procedures

Teacher observation.



Possible Resources

District Resources

Suggested Objective Placement 9-12

State Goal	2.9
District Goal	
Program Goal	4.6

Student Learning Objective(s) A. The student knows the basic rules of gym hockey. B. The student is able to successfully participate in the game of gym hockey. C. The student values playing by the rules for fun and safety. D. The student values the cooperation required for success in gym hockey games.

Related Area(s)

Suggested Activities: Grade(s)

Title: Game Rotation
Group size: small groups 5-6
Materials: hockey sticks, hockey pucks, goal areas or nets

Procedure(s):

- Try to set up 2-4 playing areas and run mini-games.
- Run each game like a regulation hockey game for a specific length of time or until a specific goal is accomplished, e.g. each group scores three goals.
- Rotate groups so they have a chance to play a different opponent. (Rotation can be according to most goals, least goals, combination goals of both groups at one area, or direction.)

Variation:

- Each playing area has a specific goal for each group to obtain e.g. each group scores three goals; each group combines goals; work on zone defense; two types of offensive work; man-to-man defense; free lance offense.

Suggested Monitoring Procedures

Teacher observation.

Student evaluation.

Possible Resources

District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Hocker		9-12	9	10	11	12
The student knows: • the basic rules of hocker. • that hocker is a team sport that involves the combined skills of basketball and soccer.						
The student is able to: • successfully participate in the game of hocker. • teach the game of hocker to others.						
The student values: • hocker as a vigorous leisure activity. • cooperation required for success in hocker games.						

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the basic rules of hocker. B. The student knows that hocker is a team sport that involves the combined skills of basketball and soccer. C. The student values cooperation required for success in hocker games.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
	Written quiz covering the basic rules of hocker.	

Title: Hocker Rules Presentation
Group size: entire class
Materials: handouts, chalkboard, or transparencies and overhead projector.

Procedure(s):

- Diagram a hocker court complete with goals.
- Designate playing positions for starting the game.
- Describe the objectives of the game and methods of scoring.
- Define the rules for both offensive and defensive players.
- Demonstrate skills and maneuvers for clarity and understanding.
- Stress safety rules and considerations.

District Resources

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows the basic rules of hocker. B. The student knows that hocker is a team sport that involves the combined skills of basketball and soccer. C. The student is able to successfully participate in the game of hocker. D. The student values hocker as a vigorous leisure activity.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Hocker Group size: teams of 5-11 players Materials: target shirts and a 16 inch playground ball. Procedure(s): . Identify the playing boundaries and goals. . Identify teams and assign target shirts to all members of one team. . Determine the goal each team will defend. . Assign positions on the field or court and play the game in accordance with official rules. Variations: . Play the game in a gym. . Vary the number of players on each team.	Teacher observation of students to determine if they know basic rules and to evaluate their skills.	
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Soccer		9-12	9	10	11	12

The student knows:

- the rules of soccer sufficiently to play and officiate.
- the skills and strategies for the various offensive and defensive positions.
- the basic offensive and defensive team strategies.

The student is able to:

- successfully participate in the game of soccer using official rules.
- apply appropriate skills to various offensive and defensive positions.
- officiate a soccer game using official rules.
- demonstrate the role of individual players for the basic offensive and defensive positions.

The student values:

- playing by the rules for fun and safety.
- soccer as a leisure activity.
- cooperation required for success in soccer games.
- the uniqueness of soccer skills.

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the rules of soccer sufficiently to play and officiate. B. The student is able to officate a soccer game using official rules. C. The student is able to successfully participate in the game of soccer using official rules. D. The student values playing by the rules for fun and safety.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Schedule a Soccer Rules Clinic **Group size:** entire class **Materials:** stop watch, soccer balls, whistles, linesman flags, chalkboard, projector, rule books, films or filmstrip. **Procedure(s):** • Invite the soccer officials chairman to class to interpret soccer rules and demonstrate enforcement situations. • Use films, chalkboard and classroom setting for initial presentation and set up game situations to illustrate and reinforce concepts. • Assign students as linesmen and have them perform official functions. • Assign other students to playing positions to demonstrate situations involving the application of various rules.	Observe ability of students to recognize rule infractions and enforce them. Administer a written test based upon the rules emphasized for safe and organized play.	ESD Film Library Local Soccer Clubs Local Sports Officials Association. **District Resources**

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows the basic offensive and defensive team strategies. B. The student is able to demonstrate the role of individual players for the basic offensive and defensive positions. C. The student values the cooperation required for success in soccer games. D. The student values soccer as a leisure activity.

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Attacking Strategies
Group size: entire class grouped into attacking teams
Materials: soccer balls, goals and playing area

Procedure(s):

- Assign one group as as defensive team consisting of halfbacks and fullbacks. Omit the goalie to enhance offensive success.
- Assign the remaining students as offensive units consisting of forwards and halfbacks.
- Assign one attacking unit at a time to attempt to score by applying a specific offensive strategy.
- Have other offensive units observe and evaluate the success.
- Rotate offensive and defensive units.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Films:

ESD Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the skills and strategies for the various offensive and defensive positions. B. The student is able to apply appropriate skills to various offensive and defensive positions. C. The student values the uniqueness of soccer skills.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Position Analysis

Group size: entire class grouped so some are applicators and some are evaluators.

Materials: soccer balls and soccer field with goals

Procedure(s):

- Assign students to specific player positions with appropriate opposing players.
- Describe a common situation for that area of the field.
- Have students describe the skills they would apply in the situation.
- Have students demonstrate the application of skills in a "slow motion" pace.
- Have evaluators assess the skill applications.
- Gradually speed up the play.
- Apply this technique to all player positions.
- Rotate students so they all have opportunities as applicators (demonstrating skills) and evaluators.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Soccer coaches.

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: **Team Sports**

	Page	Suggested Grade Placement	District Placement			
Softball		9–12	9	10	11	12

The student knows:

- the skills and strategies for the various offensive and defensive positions.
- the basic offensive and defensive team strategies.
- the rules of fast and slow pitch to sufficiently play and officiate.

The student is able to:

- successfully participate in the game of softball using official rules.
- apply appropriate skills to various offensive and defensive positions.
- umpire a softball game using appropriate rules.
- demonstrate appropriate deliveries for fast and slow pitch.

The student values:

- playing by the rules for fun and safety.
- softball as a leisure activity.
- cooperation required for success in softball games.

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Suggested Objective Placement 9-12

State Goal 2,9

District Goal

Program Goal 4,6

Student Learning Objective(s) A. The student knows the skills and strategies for the various offensive and defensive positions. B. The student knows the basic offensive and defensive team strategies. C. The student knows the rules of fast and slow pitch to successfully play and officiate. D. The student is able to apply appropriate skills to various offensive and defensive positions.

Related Area(s)

Suggested Activities: Grade(s)

Title: Softball Skills
Group size: 20-40
Materials: softballs for each group of partners, bases

Procedure(s):

- Catch and throw with a partner. Variations; grounders, fly balls.
- Two on two. One team bats and runs to the base and home again before the ball is caught at home—when out, switch roles.
- Pickle game; one ball, three people (one in the middle). Have students run down the middle person.
- Running bases for time.
- Infield practice; hit to certain players; work on covering bases and backing up players.
- Play a regulation game of softball.

Suggested Monitoring Procedures

Teacher observation.

Skills Tests.

Possible Resources

Film:

PLAYING SOFTBALL

ESD 121 Film Library

District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student values playing by the rules for fun and safety. B. The student values softball as a leisure activity. C. The student values the cooperation required for success in softball games. D. The student is able to umpire a softball game using appropriate rules. E. The student is able to demonstrate appropriate deliveries for fast and slow pitch. F. The student is able to successfully participate in the game of softball using official rules.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Softball Variations
Group size: 7-10 per team
Materials: bats, balls, bases

Procedure(s):

- Have students play a regular game of nine innings. Continue play from first day until nine innings are completed.
- Hurry-up softball: in this activity, the batting team supplies the pitcher who delivers only three pitches to a batter (he/she cannot field the ball).
- Work-up: in this activity rotate positions, when a batter is put out. If a fly ball is caught, the batter and that fielder trade places.
- Whiffle ball: use plastic equipment in this activity.
- Indoor: in this activity, use a real soft rubber softball; batters hit with their hand.

Suggested Monitoring Procedures

Teacher monitors that students play by the rules.

Teacher selects students to umpire to show knowledge of rules.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Team Sports						
Speedball		9-12	9	10	11	1

The student knows:

- the rules of speedball.
- that speedball is a game that combines the skills of soccer and football.
- the rules of speedball sufficiently to play and officiate.

The student is able to:

- successfully participate in the game of speedball using official rules.
- apply appropriate skills to various offensive and defensive positions.
- officiate speedball using appropriate rules.

The student values:

- skills learned that are necessary to play the game of speedball.
- cooperation required for sucess in speedball games.

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the rules of speedball. B. The student knows the rules of speedball sufficiently to play and officiate. C. The student is able to successfully participate in the game of speedball using official rules. D. The student is able to officiate speedball using appropriate rules.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 9-12

Title: Indoor Speedball
Group size: 8-10 per team
Materials: soccer balls and a basketball court with boxes in the four corners and a 1/2 court line

Procedure(s):

- Basic Speedball Rules: Players can throw and air-dribble to move the ball. The ball must touch player's foot, leg or hip, before hands, after touching the ground.
- Each team has an offensive and defensive team which has to stay on their side of the mid-court line.
- Two points are awarded for a basket, three points for a touchdown (ball caught in the box).
- Only one person from each team is allowed in the box at one time.

Variation:

- Walls are in-bounds.
- When playing outdoors, the game is played with touchdowns and field goals.

Suggested Monitoring Procedures

Teacher monitors players.

Teacher selects players who have demonstrated knowledge of rules to officiate.

Possible Resources

District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that speedball is a game that combines the skills of soccer and football. B. The student is able to apply appropriate skills to various offensive and defensive positions. C. The student values skills learned that are necessary to play the game of speedball. D. The student values the cooperation required for success in speedball games.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 9-12

Title: Drills for Skills: For Indoor Speedball

Group size: small

Materials: balls, one for every two

Procedure(s):

- Have students air dribble and pass to a partner on the move.
- Have students shoot baskets from an air dribble; from receiving a pass.
- Have students pivot and pass to a partner.
- Have students play two on one with the offense players and one defender in the box. When the defender gets the ball, he/she trades places with the person who threw it.
- Have students play keep away.

Suggested Monitoring Procedures

Teacher observation.

Skills tests.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

	Page	Suggested Grade Placement	District Placement			
Team Handball		9-12	9	10	11	12

The student knows:

- the rules of team handball sufficiently to play and officiate.
- the skills and strategies for the various offensive and defensive positions.
- the basic offensive and defensive team strategies.

The student is able to:

- participate successfully in the game of team handball using official rules.
- apply appropriate skills to various and defensive positions.
- officiate a team handball game applying offical rules.

The student values:

- playing by the rules for fun and safety.
- the cooperation required for success in team handball games.

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Suggested Objective Placement ______

Student Learning Objective(s) ______

State Goal	
District Goal	
Program Goal	

Related Area(s) ______

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives. Additional activities may be developed during the pilot phase of the project.		
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Team Sports

Volleyball

	Page	Suggested Grade Placement	District Placement			
Volleyball		9-12	9	10	11	12

The student knows:

- the rules of volleyball sufficiently to play and officiate.
- the skills and strategies for the various offensive and defensive positions.
- the basic offensive and defensive team strategies.

The student is able to:

- participate successfully in the game of volleyball using appropriate skills.
- apply appropriate skills to various offensive and defensive positions.
- officiate a volleyball game with official rules.

The student values:

- playing by the rules for fun and safety.
- the cooperation required for success in volleyball games.
- volleyball as a leisure activity.

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	3,4,6

Student Learning Objective(s) A. The student knows the rules of volleyball sufficiently to play and officiate. B. The student is able to officiate a volleyball game with official rules. C. The student values playing by the rules for fun and safety. D. The student values volleyball as a leisure activity.

Related Area(s)

Suggested Activities: Grade(s)______	Suggested Monitoring Procedures	Possible Resources
Title: Volleyball Game Variations Group size: small Materials: volleyballs, nets, courts Procedure(s): . Three on three: same rules as volleyball, or adapt them (three hits on a side, each person contacts the ball once, bump, set and spike). . Six on six: "just bumps" volleyball (bump three times on a side). . Six on six: bump/set combination. . Infinitive volleyball: both teams count out loud the number of hits when the ball goes over the net. . Regular volleyball.	Teacher monitors players to see that they are playing by the rules. Teacher selects students to officiate who have demonstrated knowledge of rules.	District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the skills and strategies for the various offensive and defensive positions. B. The student knows the basic offensive and defensive team strategies. C. The student is able to participate successfully in the game of volleyball using appropriate skills. D. The student values the cooperation required for success in volleyball games.

State Goal	2,9
District Goal	
Program Goal	3,4,6

Related Area(s) ________

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Possible Resources
(see below)	Teacher observation. Skills tests.	

Suggested Activities:

Title: Volleyball: Drill Skill and Strategy
Group size: small
Materials: volleyballs, courts, chairs

Procedure(s):

- Skills:
  - a. Students each have a ball and perform the bump to themselves.
  - b. Students set the ball to the wall above a designated line.
  - c. Students combine bump in the air, set the ball to the wall, continuously,
  - d. Students serve to the wall.
- Explain basic offensive and defensive positioning:
  - a. Have three chairs on the opposite side of the net with people standing on them. They pass the ball between themselves, and the team adjusts to where the ball goes. Practice blocking and covering.
  - b. Offensive: bump to CF who sets to a spiker who hits

District Resources

Suggested Activities: Grade(s)_______

Title: Sitdown Volleyball
Group size: 24 (two teams)
Materials: volleyball court, net, ball

Procedure(s):

- Sitdown volleyball is usually played with one ball. The big difference from regulation volleyball is that students sit or kneel rather than stand.
- have students play the game from a sitting or kneeling position.
- Students can play the ball regardless of the number of bounces.

Variation:

- Add eight to ten balls to the game.

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Suggested Monitoring Procedures

Possible Resources

Turner, Lowell, (Bud) F., and Turner, Susan L., Creative Experiences Through Sport, Palo Alto, CA., Peek Publications, 1979. p.177.

District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Aquatics

	Page	Suggested Grade Placement	District Placement			
		9-12	9	10	11	12
The student knows: . the appropriate forms of swimming stroking skills including back, breast, side, crawl, and butterfly strokes. . basic lifesaving skills including swimming skills. . that the area of aquatics may include swimming, diving and water sports. . that water safety skills are important for survival.						
The student is able to: . describe the various areas of aquatics. . demonstrate basic water safety and rescue techniques. . stay afloat using a variety of swimming techniques. . demonstrate basic strokes including back, breast, side, crawl, and butterfly strokes.						
The student values: . swimming as a leisure activity that enhances physical fitness.						

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the appropriate forms of swimming skills including back, breast, side, crawl and butterfly strokes. B. The student knows that the area of aquatics may include swimming, diving and water sports. C. The student is able to describe the various areas of aquatics. D. The student is able to stay afloat using a variety of swimming techniques. E. The student is able to demonstrate basic strokes including, back, breast, side, crawl and butterfly strokes. F. The student values swimming as a leisure ~~Related Area(s)~~ activity.

State Goal	2,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 9-12

Title: Aquatics
Group size: large
Materials: swim suits

Procedure(s):

- Have students follow the leader, alternating strokes, while swimming around the pool.
- Tag ("Freeze") -- when a student is tagged, he/she treads water until unfrozen. More than one person may be "it".
- Interscholastic Swim Meet or Water Festival including races, relays, partner swim, diving, water volleyball, basketball or softball.
- Try synchronized swimming routine.

Suggested Monitoring Procedures

Teacher observation.

Skills tests.

Possible Resources

Torney, John A., Clayton, Robert D., Aquatic Instruction, Coaching and Management, Minneapolis, Minn., Burgess Publishing Co., 1970.

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the basic life saving skills including swimming skills. B. The student knows that water safety skills are important for survival. C. The student is able to demonstrate basic water safety and rescuing techniques.

State Goal	2.9
District Goal	
Program Goal	4.6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Water Safety
Group size: small
Materials: towels, ring buoys, lines, kickboards, poles

Procedure(s):

- Divide students in groups of two.
- Have students practice reaching assists with a partner on the deck of the pool. Use a towel and pole.
- Practice throwing assist using a buoy, kick board or life jacket.
- Perform hair carries and across-the-chest carries for an unconscious victim.
- Have tired swimmers carry a struggling victim: release and carry.
- Emphasize Safety.
  Prevent dangerous situations.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Archery		9-12	9	10	11	12
The student knows: • the definition of target archery terms related to scoring including end and round. • safety rules of archery. • that the basic archery skills are stance, grip, masking, drawing, anchoring, aiming, release and follow-through.						
The student is able to: • score an end and/or a round employing the method for the kind of archery target in use. • participate in various archery games using good safety rules. • execute the basic archery skills using appropriate form.						
The student values: • archery as a leisure activity.						

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the safety rules of archery. B. The student is able to participate in various archery games by using good safety rules.

Related Area(s)

State Goal	2,9,10
District Goal	
Program Goal	3,4

Suggested Activities: Grade(s)

Title: Safety Precautions
Group size: 10-20
Materials: Armguards, fingertabs, bows, arrows, quiver for holding arrows (boxes can be used)

Procedure(s):

- Have each student string and unstring the bow by placing the back of the bow toward the archer with the lower end of the bow against the left instep.
- Hold the bow with the left hand at the handle, place the heel of the right hand just below the loop of the string. Pull with the left hand and press down with the right until the string can be pushed into the upper notch of the bow.
- The students will straddle the shooting line, nock, draw, aim, hold and release with follow through on command, demonstrating safety precautions in each action.

Suggested Monitoring Procedures

Observe.

All archers are behind shooting line before arrow is nocked.

Arrow is never drawn beyond back of bow.

Students shoot with concentration and control.

Student steps back from line when arrows are shot.

Student waits for signal to retrieve arrows.

Possible Resources

Washington State Physical Education Guide, pp. 7-12, 1961.

District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that the basic archery skills are stance, grip, masking, drawing, anchoring, aiming, release and follow through. B. The student is able to execute the basic archery skills using appropriate form.

State Goal	2,9
District Goal	
Program Goal	4,5

Related Area(s)

Suggested Activities: Grade(s)

Title: Technique of Shooting
Group size: 10-20
Materials: Armguards, fingertabs, bows, arrows, quiver

Procedure(s):

- Have students pair up.
- Give each student a check list of good form, stringing, standing position, bowgrip, nocking, drawing to anchor point, aiming and holding, release and follow through, withdrawing arrows.
- As one student goes through the techniques of shooting, he/she will be analyzed by him/herself and his/her fellow student.

Suggested Monitoring Procedures

Observation and use of the student analyzed check list.

Possible Resources

Washington State Physical Education Guide, pp. 7-12, 1961.

District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Badminton	Page	Suggested Grade Placement	District Placement			
		9-12	9	10	11	12
The student knows: • that badminton is an individual sport that involves the skills of serving, striking and receiving. • the equipment needed for the game. • the terminology and rules of the game. • the condition under which particular badminton strokes are used.						
The student is able to: • perform an underhand serve into the proper court. • perform efficient forehand and backhand strokes. • play a regulation game.						
The student values: • badminton as a leisure activity. • proper use of equipment.						

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that badminton is an individual sport that involves the skills of serving, striking and receiving. B. The student knows the equipment needed for the game. C. The student knows the terminology, scoring and rules of the game. D. The student values proper use of equipment.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Badminton Introduction **Group size:** class **Materials:** handouts, chalkboard or transparencies and overhead projector, film loops. **Procedure(s):** • Diagram a badminton court. • Explain positions for starting the game. • Describe the objectives of the game and methods of scoring. • Define rules for both offensive and defensive players. • Demonstrate or show skills and maneuvers for clarity and understanding. • Stress care of equipment.	Written test.	Diagram Group, Enjoying Racquet Sports, New York and London, Paddington Press Ltd., 1978. District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to perform an underhand serve into the proper court.

State Goal 2,9

District Goal

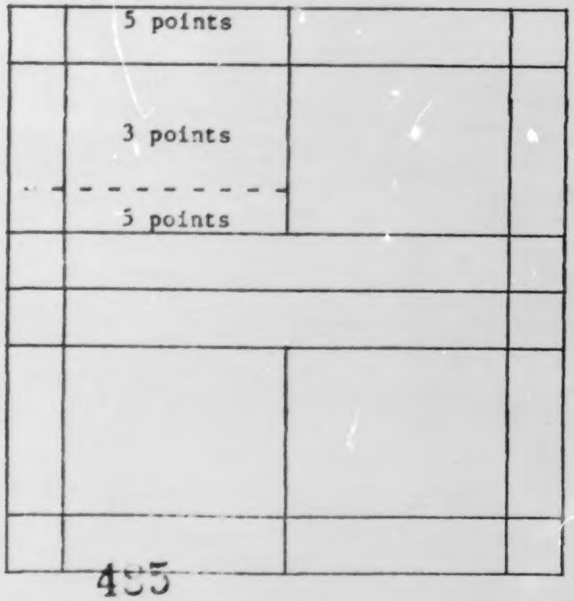
Program Goal 4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Underhand Serve
Group size: individual
Materials: racquet & birdie, net, court

Procedure(s):
- Designate the court to be served to.
- Mark the court into areas giving a higher score in preferred areas.
- Designate a set number of serves and total the points scored.



Suggested Monitoring Procedures

Teacher check each student on his/her underhand serve and give help where needed.

Possible Resources

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to perform efficient forehand and backhand strokes.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Forehand and Backhand
Group size: 2-4
Materials: racquets & birdies, net, court

Procedure(s):

- Using forehand and backhand strokes, count the number of times the birdie is kept in play.

Variation:

- Using 2 teams, have the person at the front of the line return the birdie and then move to the end of the line.

Suggested Monitoring Procedures

Count the number of legal returns without a miss.

Give help on forehand and backhand strokes where needed.

Possible Resources

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to play a regulation game. B. The student values badminton as a leisure activity.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Badminton Group size: 2-4 Materials: racquets & birdies, net, court Procedure(s): . Identify opponents. . Play a game in accordance with official rules.	Observation. Monitor scores.	
		District Resources

Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows badminton is an individual sport that involves the skills of serving, striking and receiving. B. The student knows the condition under which particular badminton strokes are used. C. The student is able to play a regulation game.

Related Area(s)

Suggested Activities: Grade(s)

Title: Lob-Smash
Group size: small (in pairs)
Materials: racquets birdies, nets

Procedure(s):

- Review and demonstrate the lob for students.
- Review and demonstrate the smash for students.
- Partners stand opposite each other.
- One hits lobs and the other hits an overhead smash.
- After students have practiced, divide into teams and have students play a regulation game.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Bowling		9–12	9	10	11	12

The student knows:

- the pin number system.
- that a proper approach and release will aid in one's proficiency.
- the proper procedure for scoring.
- the definition of terms with rules and scoring procedures.
- bowling etiquette.

The student is able to:

- demonstrate the proper approach and release with a ball of the appropriate weight.
- demonstrate the beginning stance and various approaches.
- release the ball properly in front of the body.
- select a ball which is suitable to individual requirements e.g. weight, grip.
- score a game.
- demonstrate how to hook the ball into the pocket.

The student values:

- bowling as a leisure activity.

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the definition of terms associated with rules and scoring procedures. B. The student is able to score a game of bowling.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Presentation on Scoring for Bowling
Group size: entire class
Materials: overhead projector and transparencies and/or chalkboard, bowling score sheets for each student.
Optional: film strips on scoring bowling

Procedure(s):

- Teach students how to score bowling along with proper terminology and definitions of terms such as frame, strike, spare, open frame, turkey, split.
- Practice scoring by providing students with the pinfall for each ball rolled and have each enter the scores and symbols on their official score sheet.

Suggested Monitoring Procedures

Scoring and terminology test.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows proper bowling ball selection suitable to individual requirements, e.g. weight, grip.

State Goal 2,9

District Goal

Program Goal 4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Ball Selection
Group size: entire class
Materials: a variety of bowling balls

Procedure(s):

- Demonstrate the basic factors to consider when selecting a bowling ball that can be used and controlled effectively.
- Weight, size of thumb hole, distance from thumb hole to finger holes (how to screen for the right distance) and the right size and depth of finger holes.
- Have groups of approximately six students at a time select a ball from the storage racks and apply the information presented.
- Check each student's selection for accuracy of application of the factors presented.
- Have students note the number or code and color of the ball selected for future reference.

Suggested Monitoring Procedures

Teacher inspection of student selection of bowling balls.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the basic skills of bowling, e.g. approach, release, stance, follow through. B. The student is able to demonstrate the proper bowling skills. C. The student values bowling as a leisure activity.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Gym Bowling **Group size:** 2-5 students per gym bowling set **Materials:** gym bowling kits	Teacher observation. Pinfall on actual games.	

Procedure(s):

- Pair up the students and instruct them to observe and critique each other based upon the demonstration and instructions you give.
- Start with half the students on a line.
- Have them assume a stance, holding an imaginary ball ready for their approach.
- Have a partner critique their stance and exchange roles. (Teacher monitors to assure compliance.)
- Next, teach the 4 step approach by coordinating the steps with commands: "Push" - "Down" - "Back" - "Slide" or a similar set of descriptive terms.
- Right-handed bowlers should take the first step with their right foot on the command "Push".
- Have partners take turns performing and critiquing.
- Add the gym bowling ball and perform the stance, approach and delivery using the ball.
- Set up three pins and have students bowl for accuracy, applying the skills just learned.
- Progress to a set of 10 pins at the appropriate distance and have students practice bowling.
- Progress to a bowling alley and apply skills while "shadow" bowling and/or actual bowling.

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that a proper approach and release will aid in one's proficiency. B. The student is able to demonstrate the beginning stance and various approaches. C. The student is able to release the ball properly in front of the body. D. The student is able to demonstrate how to hook the ball into the pocket.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Approach Drill
Group size: entire class in groups of three
Materials: gym bowling balls

Procedure(s):

- Mark alleys with tape on gym floor to designate approach area.
- Have students take turns in their group of three practicing the three step, four step and five step approaches.
- Have them practice looking at the pins and also the method of using the marks on the alley.
- When their approach is smooth, have them concentrate on the hand position and delivery (release) that causes the ball to spin and hook into the pocket.

Suggested Monitoring Procedures

Teacher observation.

Student critique.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the pin number system. B. The student knows bowling etiquette.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Orientation to Bowling Pin Numbers and Etiquette
Group size: entire class
Materials: chalkboard or overhead projector and transparencies, cards marked with individual numbers $\boxed{1}$ $\boxed{8}$

Procedure(s):

- Diagram the number of each pin and its placement at the end of an alley.
- Give the students cards with a number 1-10.
- Have students demonstrate the position of their number pin when all pins are standing.
- Have them assume positions to indicate the different combinations of spares and splits.
- Provide each student with a hand-out describing bowling etiquette.

Suggested Monitoring Procedures

Teacher observation.

Written test of what constitutes a spare, a split, a strike and pin numbers.

Possible Resources

District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Circus Skills	Page	Suggested Grade Placement	District Placement			
		9–12	9	10	11	12
The student knows: • the historical origins of the various circus acts. • that commercial equipment can be modified, i.e., hose rings, tennis, or handballs, bleach bottle clubs.						
The student is able to: • juggle two and three ball variations including - columns, overthrows and illusions. • vary the pattern size. • exchange equipment (passing).						
The student values: • that circus skills are recreationally oriented.						

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Suggested Objective Placement ______

State Goal	
District Goal	
Program Goal	

Student Learning Objective(s) ______

Related Area(s) ______

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives. Additional activities may be developed during the pilot phase of the project.		
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Cross Country Running		9-12	9	10	11	12

The student knows:

- the concept of pace and how it is used in training.
- cross country involves running varying distances over varying terrain.

The student is able to:

- run distances that are appropriate to his/her age and level of fitness.
- demonstrate appropriate cross country warm-up techniques.
- run at specific paces for extended lengths of time.
- apply proper training techniques to increase speed and distance.

The student values:

- cross country running as an aid to cardiovascular endurance and as an aid in maintaining one's overall state of physical fitness.

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the concept of pace and how it is used in training. B. The student is able to run distances that are appropriate to his/her age and level of fitness. C. The student is able to run at specific paces for extended lengths of time.

State Goal	2,9
District Goal	
Program Goal	1,3,4

Related Area(s)

Suggested Activities: Grade(s) 7-12

Title: Pacing
Group size: small
Materials: stop watches, track

Procedure(s):

- Have one person timing and calling out the times, or use a large clock.
- Have the runners run one mile on the track with a set goal for each lap.

Variation:

- Have a beginning runner run with someone who is experienced in pacing and have him/her set the pace. Then reverse rolls.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	1,3,4

Student Learning Objective(s) A. The student knows cross-country involves running varying distances over varying terrain. B. The student is able to apply proper training techniques to increase speed and distance. C. The student values cross-country running as an aid to cardiovascular endurance and as an aid in maintaining one's overall state of physical fitness.

Related Area(s)

Suggested Activities: Grade(s) 7-12

Title: Cross Country Run
Group size: small
Materials: open area

Procedure(s):

- Pick a hilly and varying terrain about three miles (women) and five miles (men).
- Mark the run well with red tags. Open spaces are good areas to set up courses. Roads should not be used.
- Have runners run this same course several times and attempt to decrease their time.

Suggested Monitoring Procedures

Encourage students to keep their own times and attempt to better their own records.

Possible Resources

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to demonstrate appropriate cross-country warm-up techniques.

State Goal	2,9
District Goal	
Program Goal	1,3,4

Related Area(s)

Suggested Activities: Grade(s) 7-12

Title: Cross Country Warm-up Stretches

Group size: any

Materials: running attire

Procedure(s):

- Runners should stretch before and after they run to help prevent injury and increase flexibility. The following exercises are suggested:
  - hurdlers stretch: sitting, with one leg straight, one bent.
  - leg overs: sitting, both legs over head to touch ground.
  - toe touch: legs out straight.
  - butterfly: soles of feet together, push kees down.
  - hamstring stretch: squatting, hands on ground, raise up slowly.
  - stork stretch: grab toes and pull back (standing).
  - knee pull: standing, pull one knee into chest.
  - sprinters stretch: squat, with one foot up and bent, one back and straight.
  - achilles stretch: stand with hands on wall, one leg back, heel down.
  - jumps.
  - trunk twists.

Suggested Monitoring Procedures

Possible Resources

Films:

RUN DICK, RUN JANE

WHAT MAKES MILLIE RUN

ESD 121 Film Library

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows how to prepare and map a cross country trip. B. The student is able to ride safely with traffic. C. The student values cycling as a leisure activity.

State Goal	2,9
District Goal	
Program Goal	1,3,4

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Preparing for a Bike Trip
Group size: small
Materials: bikes, maps, flags and poles, repair kits

Procedure(s):

- Have maps of the area for each group.
- Have each group map a course for a trip they would later take.
- Have them make safety flags and put together repair kits.
- Have the students, by themselves or with their parents, drive through their course checking for dangerous curves and checking to make sure there is plenty of riding area on the roadside.
- Also take into account the number and size of hills.

Suggested Monitoring Procedures

Check maps for evidence of detailed planning.

Check safety items, perhaps using a checklist.

Possible Resources

Films:

RUN DICK, RUN JANE

WHAT MAKES MILLIE RUN

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	1,3,4

Student Learning Objective(s) A. The student knows the strategies of various types of open pursuit and match races. B. The student is able to participate in short and long distance racing.

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Bicycle Racing Group size: small Materials: tracks Procedure(s): • Set up different heats by distances according to the ability of the students. • Run races like a track meet, e.g. sprints, middle distances, long distances. • Record times of students for future races and competition.	Assist students in using good strategies for the type of race they enter.	
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to make basic bicycle repairs.

State Goal	2,9
District Goal	
Program Goal	1,3,4

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Bicycle Repair Demo. **Group size:** class **Materials:** resource person, bike and tools **Procedure(s):** • Contact a bicycle shop which has a person willing to come to your school for a demonstration on basic bicycle repairs. • Have demonstration and discussion. **Variation:** Bike Doctor • Have students bring their bikes and show simple repairs of various problems on different types of bikes.		
		District Resources

518

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SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Deck Tennis		9-12	9	10	11	12
The student knows: • the rules difference between singles and doubles play. • the basic skills of deck tennis include grip, serve, catch and return.						
The student is able to: • participate in a game of deck tennis using appropriate rules. • execute the basic skills of deck tennis using appropriate rules. • execute the basic skills of deck tennis using appropriate form.						
The student values: • deck tennis as a leisure activity.						

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) The student knows the rules difference between singles and doubles play. B. The student is able to participate in a game of deck tennis using the appropriate rules. C. The student is able to execute the basic skills of deck tennis using the appropriate rules.

Related Area(s)

Suggested Activities: Grade(s)

Title: Deck Tennis Presentation
Group size: entire class
Materials: overhead projector and transparencies or a chalkboard and chalk, deck tennis ring, deck tennis court

Procedure(s):

- Present an overview of the objectives, concepts and skills of deck tennis.
- Outline the court and describe basic rules of play and scoring.
- Relate the similarities to badminton.
- Using the court, demonstrate the situations to reinforce the scoring and service courts for singles and doubles.

Suggested Monitoring Procedures

Written test on deck tennis rules.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

2,9

State Goal	
District Goal	4,6
Program Goal	

Student Learning Objective(s) A. The student knows the basic skills of deck tennis including grip, serve, catch and return. B. The student is able to execute the basic skills of deck tennis using appropriate form.

Related Area(s)

Suggested Activities: Grade(s)

Title: Skill Drills
Group size: entire class
Materials: nets, standards and deck tennis rings

Procedure(s):

- Divide the class into the number of groups equal to the number of deck tennis rings (ideal= 1 ring per 2 players).
- Instruct students to toss and catch the deck tennis ring with either hand.
- As soon as students develop some competence, assign each group to half a deck tennis court.
- Position half the group on each side of the net in a shuttle turnback formation with the first one in line in the court area and the rest behind the baseline. Each player shuttles to the end of the net.
- Attempt to get as many consecutive tosses and catches as possible using right hand only, left hand only and either hand.

Variations:

- Have groups compete with each other to determine which group can make the most consecutive tosses and catches.
- Have students alternate catching near the net and tossing to opponents back court.

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Suggested Monitoring Procedures

Teacher observation.

Skill test involving catching and accuracy tossing.

Possible Resources

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to execute the basic skills of deck tennis using appropriate rules. B. The student values deck tennis as a leisure activity.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Deck Tennis Game
Group size: 2-4 players per court
Materials: deck tennis courts, standards, nets and deck tennis rings

Procedure(s):

- Have students play deck tennis, applying skills practiced and rules learned.
- Attempt to match students to keep competition as equal as possible.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Frisbee		9-12	9	10	11	12

The student knows:

- varied hand grips and body positions can alter the flight of the frisbee.
- that air bounces, catapults, hook thumb, and spinners are from the family of frisbee throws.

The student is able to:

- throw accurately to a partner on the move at both short and long distance.
- catch the frisbee while on the move.
- experiment with numerous free style techniques.
- throw a roll curve accurately.

The student values:

- individual and dual frisbee as leisure activities.

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Suggested Objective Placement ________

Student Learning Objective(s) ________________________________

State Goal

District Goal

Program Goal

Related Area(s) ________________________________

Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives. Additional activities may be developed during the pilot phase of the project.		
		District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Golf		9-12	9	10	11	12

The student knows:

- proper body mechanics and success.
- that stances in golf can be open, closed, and squared.
- the rules for match and medal play.
- the different types of clubs including woods, irons, putter.

The student is able to:

- play and score a regulation game.
- employ proper strokes and stances depending upon the lie of the ball and environmental conditions.
- analyze performance in golf.

The student values:

- golf as a leisure activity.

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to play and score a regulation game.

B. The student is able to employ proper strokes and stances depending upon the lie of the ball and environmental conditions.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,6,7

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Golf Group size: 1-4 Materials: clubs and balls Procedure(s): • Play a match at one of the various types of courses. • Use appropriate rules of etiquette and scoring. • Use proper clubs associated with lie of the ball.	Observation. Score. Written test.	
		District Resources

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Individual and Dual Sports						
Gymnastics		9-12	9	10	11	12
The student knows: • tumbling and gymnastics are basic to all sports. • appropriate body mechanics aid performance. • basic terminology. • rules and guidelines for competition. • criteria for scoring; i.e. basic deductions. • fatigue may lead to accidents. • safety factors related to equipment and stunts.						
The student is able to: • evaluate personal performances. • combine movements into routines. • perform basic spotting techniques. • differentiate between some beginning, intermediate and advanced stunts.						
The student values: • the contributions of tumbling and gymnastics to overall fitness.						

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the basic terminology. B. The student knows the criteria for scoring, i.e. basic deductions. C. The student knows the safety factors related to equipment and stunts.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Gymnastics Presentation **Group size:** class **Materials:** handouts, chalkboard or transparencies and overhead projector, film loops **Procedure(s):** • Describe the various events. • Explain rules and terminology related to each event. • Explain scoring of each event. • Identify unsafe conditions including spotting, use and condition of equipment. • Demonstrate with use of transparencies, film loops or proficient student.	Written test. Demonstration. Observation.	Films: WOMEN'S GYMNASTICS: An Introduction 14 min BALANCE BEAM FUNDAMENTALS 15 min ESD 121 Film Library
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Hackey Sack		9-12	9	10	11	12

The student knows:

- that the sack (foofbag) must not touch above the waist.
- the foofbag game utilizes five basic kicks.
- lateral movement and the use of both feet are important to the game.

The student is able to:

- perform five basic kicks.
- kick accurately to a partner.
- kick over a net.

The student values:

- hacky sack as a eye-foot coordination game.
- hacky sack as a leisure activity.

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows the foofbag game utilizes five basic kicks. The student is able to perform five basic steps.

Related Area(s)

Suggested Activities: Grade(s)

Title: Hacky Sack Kicks
Group size: individual or dual
Materials: hacky sacks

Procedure(s):

- Explain and demonstrate each type of hacky sack kick.
- Each student works with his/her hacky sack individually, working to attain a certain goal, e.g. 10 inside kicks in a row, 10 knee kicks, 10 back kicks, 10 outside kicks, 10 toe kicks.
- Set each class period with individual and/or class goals working to improve each individuals skill and performance.
- Note: It is important that each individual work at his/her own pace, and that goals are attainable.

Variation:

- With a partner, hacky sack is tossed so each type of kick can be practiced.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Possible Resources

Pastime Enterprises
P.O. Box 771
Oregon City, Oregon 97045

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that the sack (foofbag) must not touch above the waist. B. The student is able to kick over a net.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Hacky Sack Net
Group size: individual or small groups
Materials: nets or ropes

Procedure(s):

- With a partner or two groups, idea is to volley the hacky sack over the net or rope.
- Net height can be varied.
- Number of kicks on a side can be varied.
- Game is basically scored like volleyball.
- Point is scored if: hacky sack is kicked out of bounds; hits the floor; played above the waist or exceeds number of kicks on a side.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Possible Resources

District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Handball

Page	Suggested Grade Placement	District Placement			
	9-12	9	10	11	12

The student knows:

- handball is an individual sport involving the skills of serving, receiving and striking with either hand.
- rules and scoring procedures for both singles and doubles.
- the terminology related to handball.

The student is able to:

- demonstrate a variety of legal shots.
- participate in singles or doubles game using appropriate rules, strategies and techniques.

The student values:

- handball as a vigorous leisure activity.

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Suggested Objective Placement ______

Student Learning Objective(s) ______

Related Area(s) ______

State Goal	☐
District Goal	☐
Program Goal	☐

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives. Additional activities may be developed during the pilot phase of the project.		
		District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Hiking and Outdoor Survival

	Page	Suggested Grade Placement	District Placement			
		9-12	9	10	11	12
The student knows: • how to warm up and stretch for a hike. • proper equipment needed for hiking and survival. • basic survival skills e.g. map, compass, shelter. • basic first aid for survival.						
The student is able to: • participate in a hiking activity. • participate in a survival activity.						
The student values: • hiking as a healthful leisure activity. • safety precautions required for foot travel in wilderness areas.						

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Suggested Objective Placement ________

Student Learning Objective(s) ________________________________

State Goal	
District Goal	
Program Goal	

Related Area(s) ________________________________

Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives. Additional activities may be developed during the pilot phase of the project.		
		District Resources

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SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Horseshoe Pitching		9-12	9	10	11	12

The student knows:

- how to set up an official horseshoe pit with needed equipment.
- the official rules for scoring in horseshoe including ringer, leaner and closest shoe.
- basic skills of horseshoe pitching e.g. grip, sight, stance, pitch, release and follow-through.

The student is able to:

- score a game of horseshoes correctly.
- execute the pitch, using the appropriate forms including twist pitch and the flip pitch.
- to apply learned knowledge, skill, and strategy in a game situation.

The student values:

- horseshoe pitching as a leisure activity.

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student knows the official rules for playing and scoring in horseshoes, including ringers, leaners and closest shoe. B. The student is able to score a game correctly. C. The student is able to apply learned knowledge, skill and strategy in a game situation. D. The student values horseshoe pitching as a leisure activity.

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Horseshoe Pitching
Group size: 2 or 4
Materials: horseshoes

Procedure(s):

- A coin is tossed (shoe will work) to determine who pitches first. Winner has choice.
- At beginning of a new game, loser of previous game pitches first.
- If slab or box is not provided, players must have instep of rear foot not farther forward than stake position.
- Thrower may stand on either side of stake. Each thrower throws his shoes in sequence.
- Shoe pitched while player is not standing in legal position is a foul shoe and will not be scored.
- A player may not touch his or opponents shoe after they have been pitched until final decision is made as to scoring. If shoes are touched, shoe is declared foul, the opponent is entitled to the new score determined by position of his shoe in relation to the stake.
- A shoe that encircles a stake far enough to permit straight edge to touch both heel calks simultaneously is a ringer.
- When a thrown shoe moves a shoe already at a stake, all shoes are scored in their new position. A removed ringer does not score. When a player knocks a non-ringer to a ringer position, the changed shoes have scoring value.
- A leaner is a shoe that comes to rest leaning on the stake and counts as one point.

Suggested Monitoring Procedures

Check to see that players are observing the correct rules when throwing.

Assist students in measuring to determine ringers, leaners and closest to the stake shoes.

Possible Resources

Physical Education, California Department of Education.

District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Pickle Ball

	Page	Suggested Grade Placement	District Placement			
		9-12	9	10	11	12
The student knows: • the rules and scoring procedures for the game. • that pickle ball can be played either in singles or doubles.						
The student is able to: • perform the hard and lob serve. • perform the lob, smash and dink shot. • serve a ball underhand into a designated court. • return a ball over a net consistently using forehand and backhand strokes. • score a game. • play in an official pickle ball game.						
The student values: • pickle ball as a court game that can be played for a lifetime. • that good sportsmanship implies making honest calls.						

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that pickleball can be played as either singles or doubles. B. The student is able to execute pickleball skills, e.g. forehand, backhand, serve. C. The student values pickleball as a court game that can be played for a lifetime.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title. Volley-Pickleball **Group size:** pairs or group of four **Materials:** pickleball paddle, pickleball **Procedure(s):** • With a partner, volley the pickleball using either a forehand stroke, a backhand stroke or combination forehand and backhand. • A point is scored if the ball hits the floor or an incorrect stroke is used. • A game consists of 11 points. **Variations:** • Add a bounce. • Player who gets three points first takes on a new challenger.	Teacher observation. Skills test.	District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that pickleball can be played as either singles or doubles. B. The student is able to execute pickleball skills, e.g. forehand, backhand, serve. C. The student values that good sportsmanship implies making honest calls.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: 4-Square Pickleball
Group size: groups of four
Materials: pickleball paddle, pickleball

Procedure(s):

- In groups of four, utilize floor space to set up 4-square courts, lines or masking tape can be used.
- Person in #1 square begins by serving underhand to #2, #3 or #4.
- Play continues using forehand or backhand strokes until ball is dead. Ball must be hit after one bounce.
- Object is to stay and maintain the #1 square by forcing your opponents into committing an error.
- Rotation - Whenever an error is made, player moves to the #4 square, e.g. if player #2 commits an error, he/she moves to #4, #4 player moves to #3, #3 player moves to #2 square.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Possible Resources

District Resources

Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	4,6

Student Learning Objective(s) A. The student is able to perform the hard and lob serve. B. The student is able to perform the lob, smash, and dink shot. C. The student is able to serve a ball underhand into a designated court. D. The student is able to return a ball over a net consistently using forehand and backhand strokes. E. The student is able to score a game. F. The student is able to play in an offical pickleball game.

Related Area(s)

Suggested Activities: Grade(s)

Title: Pickleball Circuit
Group size: entire class, groups of four
Materials: pickleball paddles, nets and ball, station set-up

Procedure(s):

- Set up stations to cover a variety of pickleball skills.
    1. Serve a ball underhand into a designated court.
    2. Volley over a net using forehand and backhand strokes.
    3. Perform the hard and lob serve.
- Each group begins at one station and spends a specific amount of time at each station. At the end of the time period, each group rotates until all stations have been visited by each group.
- At the final station a regulation pickleball game can be played.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Group students in the station skill that needs the greatest development.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Racketball		9-12	9	10	11	12
The student knows: • the basic rules, terms, scoring, safety, and etiquette of the game. • the standard equipment used such as, balls, eye guards, gloves. • how to modify racketball to the physical environment available. • the history of racketball. • the basic strategies of the game.						
The student is able to: • perform the basic skills of the game including, stance, court positioning, forehand, backhand, and overhead strokes. • perform a variety of serves. • execute basic shots including, passing shorts, well or alley shots, angle pass, cross court pass, lob, drop, ceiling.						
The student values: • that racketball contributes to one's overall physical fitness. • that racketball is a good leisure pursuit.						

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Suggested Objective Placement ______

Student Learning Objective(s) ______

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) ______

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives. Additional activities may be developed during the pilot phase of the project.		
		District Resources
558		559

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Roller Skating

Page	Suggested Grade Placement	District Placement			
	9-12	9	10	11	12

The student knows:

- that in the schools, roller skating can include: e.g.
  - roller skating
  - speed skating
  - roller hockey
- some of the historical background of skating.

The student is able to:

- skate backwards.
- perform cross-over steps moving both right and left.
- stop safely using two or three different techniques as a toe stop and (T) stop.
- perform 180° and 360° turns.
- skate with efficient form using proper stroking techniques.

The student values:

- skating as a leisure activity.

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Suggested Objective Placement ________

Student Learning Objective(s) ____________________

Related Area(s) ____________________

State Goal	
District Goal	
Program Goal	

Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives. Additional activities may be developed during the pilot phase of the project.		

District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Self Defense		9-12	9	10	11	12

The student knows:

- strategies for preventing jeopardizing situations.
- the ways in which body parts may be used as self defense weapons.
- vulnerable body parts in self defense, e.g. nose, eyes.
- the definition of basic self defense terms e.g. stance, full nelson, countering.
- that self defense is historically linked to martial arts such as judo and karate.
- that screaming and running away are self-defense techniques.

The student is able to:

- perform kicks and punches basic to self defense.
- demonstrate proper form in deflection, blocking, and evasion techniques.
- describe proper procedures for reporting an assault.
- evaluate performance in self defense activities.
- deliver kicks and punches to vulnerable body parts.

The student values:

- confident and responsible uses of self defense techniques.

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Suggested Objective Placement ______

Student Learning Objective(s) ______

State Goal	☐
District Goal	☐
Program Goal	☐

Related Area(s) ______

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives. Additional activities may be developed during the pilot phase of the project.		
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Skiing

	Page	Suggested Grade Placement	District Placement			
		9-12	9	10	11	12

The student knows:

- the differences between downhill skiing, and cross-country skiing.
- how to select proper equipment.
- the basic skills of skiing include hill climbing, snow plowing, turning and braking.
- the essential elements of caring for the equipment including water-proofing and waxing.

The student is able to:

- evaluate his or her own performance in skiing.
- select the proper skiing equipment using accepted criteria.
- demonstrate the basic skills of downhill skiing.
- describe proper safety procedures for skiing.
- to adapt his downhill and cross-country skiing techniques to changes in snow conditions and terrain.

The student values:

- skiing as a leisure activity that enhances physical fitness.
- safe conduct on the slopes.

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the difference between downhill skiing and cross country skiing.

State Goal	2,9
District Goal	
Program Goal	1,7

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: View Films or Film Strips Group size: entire class Materials: training films or film strips on cross-country and downhill skiing Procedure(s): . Contact the nearest ski shop, ski school, ski club and/or film library and select films or film strips that provide an orientation to cross-country or downhill (alpine) skiing and describe some of the basic skills involved with each. . Discuss with the class the basic skills of each. . Determine the types of physical training needed to prepare for skiing either downhill or cross-country.	Preview materials prior to use with class to assure appropriate learning resources.	Wash. State Film Library. Local Ski Shop Manager. Local Ski School Director. SKIING ABOVE THE CLOUDS, 12 minutes. TAKE OFF, 10 minutes. E.S.D. #121 films

District Resources

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	1,7

Student Learning Objective(s) A. The student knows how to select proper equipment. B. The student is able to select the proper skiing equipment.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Field Trip to a Ski Shop Group size: 10-20 Materials: None Procedure(s): • Contact the nearest ski shop manager and arrange a date for the class to visit the ski shop. • Make transportation arrangements well in advance. • Orient students and shop manager to the purpose of the field trip and identify specific concepts to learn: How to fit a ski boot properly. What to know about bindings. How to match a ski to your ability and likes. Types of clothing materials and their protective qualities. Variations: • Invite a ski shop manager or ski school director to the class to highlight the concepts of equipment selection and show samples of the latest trends.	Administer a written test to determine the learning that takes place.	Local Ski Shops. Ski School Director.
		District Resources

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	1,7

Student Learning Objective(s) A. The student is able to adapt his downhill and cross-country skiing techniques to changes in snow conditions and terrain.

Related Area(s)

Suggested Activities: Grade(s)

Title: Skill Drills
Group size: 5-10
Materials: students equipped and dressed for downhill (Alpine) skiing (snow)

Procedure(s):

- Teach students the basic skills for Alpine skiing using the progression of straight running, gliding wedge, wedge stop (snow plow), wedge turns, basic Christies, etc.
- Demonstrate proper form and skill technique.
- Critique each student as they take turns practicing the skill demonstrated.
- Apply skill as you move the group over appropriate terrain (follow the leader).
- Demonstrate the next skill and repeat the sequence.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Table Tennis		9-12	9	10	11	12
The student knows: • that table tennis can be played individually or with a partner. • the difference between singles and doubles rules.						
The student is able to: • employ strategies such as playing to an opponent's weaknesses, e.g. hitting to the backhand, short shots, using English and varying the speed of return shots. • create and play modified table tennis games such as Around the World.						
The student values: • table tennis as a leisure activity. • proper use of equipment.						

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to create and play modified table tennis games such as Around the World.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Round the Table
Group size: 4-6
Materials: table tennis tables, paddles, ping-pong balls

Procedure(s):

- At each table tennis table a group of four.
- A regulation doubles game is played.
- After each hit participants rotate clockwise around the table attempting to keep the ball in play.
- Game can be played for points or length of time ball can be kept in play.

Variation:

- Six at a table - two on each end, two on each side. Side people can not touch the ball until they rotate to the end.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Tennis		9-12	9	10	11	12

The student knows:

- that tennis originated in Europe.
- terminology associated with the game.
- rules and scoring procedures, for both singles, doubles, pro-sets and sudden death.
- boundaries of the court for both singles and doubles.

The student is able to:

- execute basic skills with the appropriate body mechanics and form.
- employ strategies involved in playing singles and doubles.
- exhibit proper etiquette associated with the game of tennis.
- evaluate his/her performance.

The student values:

- tennis as a game contributing to one's physical fitness and well being.

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows terminology associated with the game.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Serve/Receive Game **Group size:** small (two per court) **Materials:** tennis rackets, balls and net **Procedure(s):** • Partners serve and receive to and from each other. • Server serves ten serves and gets one point for each one that is good. Two points if it is in the corner. • Receiver receives serve, two points for down the alley, two points for cross-court or one point for anywhere. • Rotate server.	Teacher observation. Skills test.	Films: TENNIS BASICS: THE SERVE E.S.D. #121
		District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Track and Field		9-12	9	10	11	12

The student knows:

- that track and field is an individual sport that involves the skills of running, jumping and throwing.
- warm-ups are an important ingredient for successful participation.
- terminology and rules for the various events included in track and field.
- all of the events that make up a track and field meet.

The student is able to:

- use proper form in running, jumping and throwing.
- apply basic safety procedures in track and field events.
- demonstrate appropriate warm-ups related to specific events.
- analyze his/her performance in various events.
- participate and officiate in a track meet.

The student values:

- track and field as an activity that can benefit one's overall physical fitness.

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that track and field is an individual sport that involves the skills of running, jumping and throwing. B. The student is able to use proper form in running, jumping and throwing.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Running Drill **Group size:** class **Materials:** field 50 yards long **Procedure(s):** • Focus on arm action (sprinter and distance). • High knee run through. • Running high, tippie toe. • Foward bounding; lifting bent knee then kicking leg straight. • Running on straight line. • Easy form running. • Relay races short and long for training devises.	Observe, the skill of running - express all sign of improvement. Test in running time.	
		District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows warm-ups are an important ingredient for successful participation. B. The student is able to demonstrate appropriate warm-ups related to specific events.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)

Title: Warm Up and Learning
Group size: full class participation
Materials: gym or field space and marked lines

Procedure(s):

- Use group training for specific running form drills that are exciting and fun.
- Have the class participate in developing skills, techniques and safety of the throwing events.
- Have students use the proper techniques and skills in jumping, e.g. take off, proper foot, approach run and body coordination.

Suggested Monitoring Procedures

Observe techniques and skill of student abilities.

Test on speed, distance and height.

Possible Resources

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that track and field is an individual sport that involves the skills of running, jumping and throwing.

State Goal	2,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Throwing **Group size:** four groups **Materials:** shot put, discus **Procedure(s):** • Have students develop the skills and techniques needed to throw the shot put and the discus. • Stress safety with the students. • Set up competitive relays in throwing, combining students with lesser skills with those who are good in the events.	Observe techniques and skill. Record individual distance of the students.	
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement 9	10	11	12
Tumbling		9-12				

The student knows:

- that tumbling consists of rolling, jumping, skipping, sliding, balancing and other movement skills.
- warming-up is fundamental to successful participation.
- that spotting and safety procedures are important.

The student is able to:

- execute simple and complex tumbling stunts with appropriate body mechanics.
- combine stunts into routines.
- develop routines showing changes of directions, levels, and pauses with smooth transition.
- spot other students in simple tumbling stunts.

The student values:

- tumbling as a basis for movement in nearly all sports and activities.

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that tumbling consists of rolling, jumping, skipping, sliding, balancing and other movement skills. B. The student is able to execute simple and complex tumbling stunts with appropriate body mechanics. C. The student values tumbling as a basis for movement in nearly all sports and activities.

State Goal	2,9
District Goal	
Program Goal	1,3,4

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Tumbling Circuit Group size: entire class, divided into small groups Materials: tumbling mats Procedure(s): • Set up a variety of stations designed to accommodate a variety of tumbling skills and activities. • Utilize maximum floor space, wall space and strive for maximum participation. • Divide the class into groups with each group beginning at one station. • Each group rotates to each station for a specific time period until all stations have been visited. Variations: • A group can work at one station each day utilizing skills taught in class and then work on individual goals. • Combine two groups and the skills they have learned at each station so they can teach the other group those skills.	Teacher observation. Skills test.	ERCAPEP: Physical Education Programmed Activities for Grades 4-6, Columbus, Ohio, Charles E. Merrill Publishing, Co. **District Resources**

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows warming-up is fundamental to successful participation. B. The student is able to combine stunts into routines. C. The student is able to develop routines showing changes of directions, levels and pauses with smooth transitions

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	1,3,4

Suggested Activities: Grade(s)

Title: Tumbling Combo's or Build-ups
Group size: entire class
Materials: tumbling mats

Procedure(s):

- Set up a variety of tumbling stations.
- Divide the class into small groups of two to four.
- Begin each group at a station.
- Before station skills are begun, each group is instructed to do some warm-up activities of their choice.
- Each group is to select three stunts or skills they would like to practice.
- After a time period, each group chooses another station and adds or combines three skills or stunts to previous station skills.
- Each group then rotates to another station and utilizes three more skills to add to previous skills.
- Note: The idea is to create a combo or routine of skills and stunts.
- Only one group can be at each station at one time.

Variation:

- After a routine has been put together, group can build down or break up routine from complex to simple or twelve skills to one skill.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Possible Resources

ERCAPEP: Physical Education Programmed Activities for Grades 4-6, Columbus, Ohio, Charles E. Merrill Publishing, Co.

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that spotting and safety procedures are important. B. The student is able to spot other students in simple tumbling stunts.

State Goal	2,9
District Goal	
Program Goal	1,3,4

Related Area(s)

Suggested Activities: Grade(s)

Title: Spotting for Safety and Fun

Group size: entire class divided into groups of three

Materials: tumbling mats

Procedure(s):

- Divide the class into small groups of three.
- Each student in each group executes three to four tumbling skills while group members spot and evaluate each other's performance.
- Rotate until all group members have executed tumbling skills and spotted.

  Variations:

    one member executes tumbling skills.
    one member spots.
    one member evaluates spotting technique.
- Assign different spotting techniques to different groups who learn to do them correctly. Then have each group teach those spotting skills to another group or the entire class.

Suggested Monitoring Procedures

Teacher observation.

Student observation.

Possible Resources

NAGWS, Gymnastics Guide,
National Association for Girls and Women in Sports,
American Alliance for Health, PE and Recreation,
1201 16th Street N.W.,
Washington, DC, 20036

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

Weight Training	Page	Suggested Grade Placement	District Placement			
		9-12	9	10	11	12

The student knows:

- that weight training is a very useful rehabilitation tool for injuries.
- the basic principles of overload and repetition.
- the safety procedures of weightlifting including weight selection and spotting.
- that the basic lifts include military press, bench press, curl, snatch, clean and jerk, shrug and squat.

The student is able to:

- use proper breathing techniques during lifting activities.
- demonstrate proper safety procedures of spotting.
- execute the various weightlifting skills using the appropriate form.
- increase arm strength, leg strength, and endurance by applying weight training skills.

The student values:

- weight training as an aid to one's overall level of physical fitness and positive self image.

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that the basic lifts include military press, bench press, curl and squat. B. The student knows the safety procedures of weightlifting including weight selections and spotting. C. The student is able to demonstrate proper safety procedures of spotting. D. The student is able to use proper breathing techniques during lifting activities. E. The student is able to execute the various weightlifting skills using appropriate form.

Related Area(s)

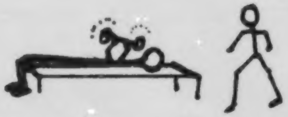
State Goal	2,9
District Goal	
Program Goal	1,3,4

Suggested Activities: Grade(s)

Title: Bench Press
Group size: small (depends on equipment)
Materials: bench, weights

Procedure(s):

- Students should work in groups of two to four people.
- Have students lie flat on the bench with feet on the floor.
- Have students grip bar a little wider than their shoulder width.
- Have students lift bar off the bench by extending arms (starting position).
- Have students then lower the bar to the chest and raise it to the starting position. (one repetition)



- Have students inhale while lowering the bar and exhale while raising the bar.
- Caution students that they should have control of the bar while lowering. (Do not bounce off chest.)
- Note: The spotter stands behind the lifter's head and assists the lifter if he/she fails to raise the bar, (also to return the bar to the bench.)

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	1,3,4

Student Learning Objective(s) A. The student knows that weight training is a very useful rehabilitation tool for injuries. B. The student knows the basic principles of overload and repetition. C. The student is able to increase arm strength, leg strength and endurance by applying weight training skills. D. The student values weight training as an aid to one's overall level of physical fitness and positive self image.

Related Area(s) ________

Suggested Activities: Grade(s) ________

Title: Weight Training
Group size: small (depends on equipment)
Materials: weights, bench

Procedure(s):

- Point out to students that in order to achieve results with weight training they must be consistent in their schedule of workouts.
- Have the student choose a weight exercise that pertains to the muscle he/she wants to improve or rehabilitate.
- Students should use a weight they can handle easily for eight repetitions.*
- Have students do three sets* with the same weight.
- Have students do three sets of eight repetitions with the same weight then add 10 lbs. at the next workout.

Note: Every other day is ideal for workout.
*Any exercise done one time is a repetition. Eight repetitions is one set. Rest from one to three minutes between sets.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Individual and Dual Sports

	Page	Suggested Grade Placement	District Placement			
Wrestling		9-12	9	10	11	12

The student knows:

- wrestlers compete by weight classes.
- the length of wrestling matches varies with different levels of competition.
- the basic rules and regulations of a match.
- wrestling is an individual sport which consists of four main skills: takedowns, breakdowns, reversals and escapes.

The student is able to:

- perform the four main wrestling skills using the appropriate body mechanics, form and rules.
- demonstrate the three wrestling starting positions.
- demonstrate proper warm-up procedures before wrestling.
- perform a variety of takedowns, breakdowns, reversals and escapes.
- officiate a wrestling match.

The student values:

- wrestling as a combative sport which builds strength, flexibility and endurance.
- the safety of holds.

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that wrestling is an individual sport which consists of four main skills: takedowns breakdowns, reversals and escapes. B. The student is able to demonstrate the three wrestling starting positions.

State Goal	2,9
District Goal	
Program Goal	1,3,4

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Starting Positions
Group size: class (20-25)
Materials: standard wrestling mat

Procedure(s):

- In the "basic athletic" position stand with legs shoulder width apart with knees flexed.
- Place hands on both knees. Straighten the back and keep head forward.
- Take both hands off knees and hold in front, palms down.
- Move to right, left, forward, back. Do not cross feet when moving.
- In the bottom of the "referee's position" the student is on all fours on the mat with knees shoulder width apart. Hands are the same distance apart and one foot ahead of knees. The elbows are in, arms slightly flexed. The toes are curled with the head up and back arched.
- With the "referee's position" top, the wrestler is off to the side; legs cannot touch any part of opponent's body. Right knee on mat, left knee up and behind. The left arm is around the opponent's waist, palm of hand on the navel. The right hand should be on the opponent's elbow with thumb on the backside of elbow, fingers in front. The chest is on the lower back and head looking down the mid-line of the back.

Suggested Monitoring Procedures

Teacher observation.

As room allows, pair students and have them practice procedures on the teacher's signal. All perform at once and the teacher can correct errors.

Possible Resources

Gianakaris, George, Action Drilling in Wrestling, New Jersey, A.S. Barnes & Co. Inc., 1969.

District Resources

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	1,3,4

Student Learning Objective(s) A. The student knows the basic rules and regulations of a match. B. The student knows the length of wrestling matches varies with different levels of competition. C. The student values wrestling as a combative sport which builds strength, flexibility and endurance. D. The student values the safety of holds.

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Wrestling Match
Group size: 20-30
Materials: standard wrestling mats, clock, whistle

Procedure(s):

- Match begins with wrestlers on their feet facing one another. Referee's whistle begins the match. At the end of the first round, a coin is flipped and the winner has a choice of positions for the next round, with positions reversed for the third round.
- The match ends when one, or both shoulders of one wrestler are pinned to the mat for a count of one and a half seconds or if one wrestler has accumulated more points at the end of the three rounds.

Suggested Monitoring Procedures

Teacher observation.

Teacher referees standard high school match of three, two-minute rounds with one-minute rest between rounds.

Students will take turns refereeing matches.

Possible Resources

Gianakaris, George, Action Drilling in Wrestling, New Jersey, A.S. Barnes & Co. Inc., 1969.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	1,3,4

Student Learning Objective(s) A. The student knows wrestling is an individual sport which consists of four main skills: takedowns, breakdowns, reversals and escapes. B. The student is able to perform a variety of takedowns, breakdowns, reversals and escapes. C. The student values the safety of holds.

Related Area(s) ____________________

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Escapes (Set Out) Group size: large class Materials: standard wrestling mat Procedure(s): • Have students bring their right foot forward and shift their weight to right foot and left hand. • Have students throw the left foot forward as far as possible and drop on their left elbow. • The student then pivots on the left knee and elbow and turns to face his/her opponent. Finally the student throws his/her arms forward ready for action.	Teacher observation. Make sure when setting out that the student continues in one motion to avoid being pulled back onto his/her back.	Hess, Irwin, T., Physical Education for High School Students, 1970, AAHPER. **District Resources**

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows wrestling is an individual sport which consists of four main skills: takedowns, breakdowns, reversals and escapes. B. The student is able to perform a variety of takedowns, breakdowns, reversals and escapes. C. The student values the safety of holds.

State Goal	2,9
District Goal	
Program Goal	1,3,4

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Wrestling Reversals
Group size: large class
Materials: standard wrestling mat

Procedure(s):

- The teacher gives the following verbal instructions for a "switch".
- Knock your opponent's left arm with your right hand. Bring your left hand across to your right side to counter for loss of support.
- Shift all your weight to your left hand and right foot, raising your right knee off the mat at the same time.
- Pivot on your right foot and bring your left leg through to the right. At the same time, throw your right arm over your left leg and throw to your right, thus switching positions. The person underneath ends up on top.

Suggested Monitoring Procedures

Teacher observation.

Make sure student switching makes a continuous motion and leans back on his/her opponent's arm.

Possible Resources

Hess, Irwin, T., Physical Education for High School Students, 1970, AAHPER.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows wrestling is an individual sport which consists of four main skills: takedowns, breakdowns, reversals and escapes. B. The student is able to perform a variety of takedowns, breakdowns, reversals and escapes. C. The student values the safety of holds.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	1,3,4

Suggested Activities: Grade(s) 9-12

Title: Wrestling Takedown
Group size: 12-25
Materials: standard wrestling mat

Procedure(s):

- Explain that the single leg takedown is attainable from an upright position or a tie-up position.
- Have students follow through the following steps as you explain them.
- Make a quick thrust forward and grab behind your opponent's knee joint.
- Drop on both knees with your head on the same side as the leg you grasp. At the same time bring your outside leg forward and pivot on your knee in order to move behind your opponent.
- Move your left arm up around his/her waist and straddle his/her right leg as he/she goes forward to the mat.

Suggested Monitoring Procedures

Teacher observation.

Make sure the move for the single leg dive is one movement.

Possible Resources

Hess, Irwin, T., Physical Education for High School Students, 1970, AAHPER.

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows wrestling is an individual sport which consists of four main skills: takedowns, breakdowns, reversals and escapes. B. The student is able to perform a variety of takedowns, breakdowns, reversals and escapes. C. The student values the safety of holds.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	1,3,4

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Wrestling Breakdowns Group size: large class Materials: standard wrestling mat Procedure(s): . Explain that students should follow through as you give step by step directions. . In breaking the opponent down with the far ankle and near waist, reach across with the left hand and grasp your opponent's ankle, at the same time placing the right arm around his/her waist. Pull his/her left ankle forward. This either breaks the opponent down or keeps him/her under control.	Teacher observation. Make sure both the pull of the ankle and waist is simultaneous and that the body weight is exerted at the same time.	Hess, Irwin, T., *Physical Education for High School Students*, 1970, AAHPER. **District Resources**

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: New and Cooperative Games

Page	Suggested Grade Placement	District Placement			
	9-12	9	10	11	12

The student knows:

- the rules, strategies and safety procedures involved in a variety of new and cooperative games.
- how to officiate a variety of new and cooperative games.

The student is able to:

- successfully participate in a variety of new games including:
    - aura
    - bone game
    - dho-dho-dho
    - island
    - people pass
    - people pyramids
- successfully participate in a variety of cooperative games including:
    - collective blowball
    - collective score towel ball
    - scooter basketball
    - volley-volley-volleyball

The student values:

- the joy and social aspects associated with participating in non-competitive new and cooperative games activities.

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games. B. The student is able to do islands, dho-dho-dho, people pass, aura, people pyramids, bone game. C. The student values the joy and social aspects associated with participating in non-competitive new and cooperative game activities.

State Goal	2,9
District Goal	
Program Goal	1,3,4

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Aura
Group size: any, groups of two
Materials: none

Procedure(s):

- Have students follow through as you explain the game.
- Stand facing your partner at arm's length. Touch palms and close your eyes and turn around three times.
- Without opening your eyes, try to relocate your energy bodies by touching palms again.

612

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Fluegelman, Andrew, editior, The New Games Book, Doubleday and Company, Inc.,Garden City, New York, 1976. p. 37

District Resources

613

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	1,3,4

Student Learning Objective(s) A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games. B. The student is able to do islands, dho-dho-dho, people pass, aura, people pyramids, bone game. C. The student values the joy and social aspects associated with participating in non-competitive new and cooperative game activities.

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Bone Game
Group size: ten
Materials: four bones or round sticks small enough to be concealed in the student's closed fist. Two are marked with thread.

Procedure(s):

- Two tribes of five each, sit or kneel in lines facing each other. Each team has ten counters; rocks, sticks...
- One team chooses two people to hide the materials. They sit in the center of their tribe, each concealing in his or her fists two of the bones, one marked, one unmarked.
- The other team chooses one shooter who will try to guess where the marked bones are.
  Note: There are four possible guesses of arrangement of sticks. The shooter should make signals for each other.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Fluegelman, Andrew, editior, The New Games Book, Doubleday and Company, Inc.,Garden City, New York, 1976. p. 79

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games. B. The student is able to do islands, dho-dho-dho, people pass, aura, people pyramids, bone game. C. The student values the joy and social aspects associated with participating in non-competitive new and cooperative game activities.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	1,3,4

Suggested Activities: Grade(s) 9-12

Title: Dho-Dho-Dho
Group size: 20-30
Materials: sand, lawn, or gym mat for playing surface

Procedure(s):

- Divide the area in two equal parts with a center line.
- Players, in two teams, stand on either side of the line, leaving a "no-man's land" between them.
- One player crosses the line and tags one or more players and returns home in one breath, saying rapidly, "Dho-Dho-Dho-Dho-"
- If members of the opposite team can catch and hold him/her in their territory until he/she runs out of breath--the player becomes a new member of their team.
- If he/she makes it back, all those he/she tagged come over to his/her team.
- Grab only above the waist.

Variation:

- Play for points not players.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Fluegelman, Andrew, editior, The New Games Book, Doubleday and Company, Inc.,Garden City, New York, 1976. p. 97

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	1,3,4

Student Learning Objective(s) A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games. B. The student is able to do islands, dho-dho-dho, people pass, aura, people pyramids, bone game. C. The student values the joy and social aspects associated with participating in non-competitive new and cooperative game activities.

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Islands
Group size: 20-30
Materials: a few frisbees

Procedure(s):

- Place a few frisbees on the ground with everyone prancing around them clapping and chanting.
- When the referee signals "Islands" everyone runs to touch a frisbee. The last person to get to a frisbee is out. If any two people touch in the process of scrambling for the frisbees they are both out of the game.
- As the group gets smaller reduce the number of frisbees.

Variation:

- See how many people can touch a frisbee without touching each other.

618

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Fluegelman, Andrew, editior, The New Games Book, Doubleday and Company, Inc.,Garden City, New York, 1976. p. 127

District Resources

619

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games. B. The student is able to do islands, dho-dho-dho, people pass, aura, people pyramids, bone game. C. The student values the joy and social aspects associated with participating in non-competitive new and cooperative game activities.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	1,3,4

Suggested Activities: Grade(s) 9-12

Title: People Pass
Group size: large
Materials: none

Procedure(s):

- Have everyone stand facing forward in a double line, and have passers stand as close together as possible.
- One person at the head of the line leans back and is hoisted up to start his/her high, hand-delivered journey.

620

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Fluegelman, Andrew, editior, The New Games Book, Doubleday and Company, Inc.,Garden City, New York, 1976. p. 157

District Resources

621

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	1,3,4

Student Learning Objective(s) A. The student knows the rules, strategies and safety procedures involved in a variety of new and cooperative games. B. The student is able to do islands, dho-dho-dho, people pass, aura, people pyramids, bone game. C. The student values the joy and social aspects associated with participating in non-competitive new and cooperative game activities.

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: People Pyramids **Group size:** small **Materials:** none **Procedure(s):** . Have students build a pyramid using the following procedures: Have four large students on the bottom row, Three mid-sized on the next row, then Two smaller students, and finally One small student on top. **Variation:** . Have a circular base with more students.	Teacher observation.	Fluegelman, Andrew, editior, The New Games Book, Doubleday and Company, Inc.,Garden City, New York, 1976. p. 57
		District Resources

622

623

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Aerobic Dance		9–12	9	10	11	12
The student knows: • the definition and elements of aerobic dance. • how to select music and put dance steps to the rhythm. • aerobic dance is an individual and group activity.						
The student is able to: • perform teacher selected routines. • perform self-created routines. • perform routines individually and in groups.						
The student values: • the lifetime benefits of aerobic activities.						

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the definition and elements of aerobic dance. B. The student knows how to select music and put dance steps to the rhythm. C. The student is able to perform teacher selected routines. D. The student is able to perform routines individually and in groups.

Related Area(s) ______

State Goal	2,9
District Goal	
Program Goal	1,2,7

Suggested Activities: Grade(s) 9-12

Title: Aerobic Dance
Group size: small or large
Materials: music and sound system, mats
open spaces

Procedure(s):

- Take resting heart rate of student for ten seconds, then multiply by six and record the rate.
- Teacher leads exercise, stretches and movement patterns (predetermined) to prerecorded music.
  - Movement examples: (slow music) various stretches for all major muscle groups, (i.e. legs, neck, arms abdomen, back, torso);
  - (Medium paced music) leg kicks, step kicks, side kicks, lunges, jump, cross feet, arm movements, (circles, up, down, forward, backward); sit-ups; bicycle ride; modern dance movements, swings, body circles; leg lifts; running, hopping, skipping, leaping.
- Inform students their imagination is their limit. Movement should fit the music and the beat.
- Have students increase the amount and length of activity slowly.
- Students follow instructor in movement or exercise.
- Teacher stresses continual movement for heart conditioning throughout the activity period.
- Take active heart rate and record.
- Have students do cool down exercises.

Suggested Monitoring Procedures

Teacher observation of the students abilities to:

Take their resting and active heart rates.

Adjust their activity level to achieve optimum heart rate level. (Refer to Kenneth Cooper's Aerobics.)

Possible Resources

Cooper, Kenneth, Aerobics, New York, Bantam Books, Inc. 1968.

District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that aerobic dance is an individual and group activity. B. The student is able to perform self-created routines. C. The student values the lifetime benefits of aerobic activities.

State Goal	2,9
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Aerobic Dance Routines **Group size:** medium **Materials:** music, floor space, mats **Procedure(s):** • Have each student take his/her resting heart rates and record it. • Have students work in groups and create an aerobic dance routine to their selected music. • Have each student take his/her active heart rate and record it. **Variation:** • Each student, in a group of three, creates a routine for one song. • The members put their three routines and songs together for a group routine. • Have each group lead the whole group one day.		District Resources

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Rhythms						
Fad Dance		9-12	9	10	11	12

The student knows:

- the terminology for current fad dances.
- appropriate music for current fad dances.
- origin of fad dances.

The student is able to:

- perform teacher selected current fad dances.
- assist other students in learning fad dances.
- perform a variety of fad dances with the music.

The student values:

- the social worth of fad dancing.
- fad dancing as a leisure activity.
- contribution of fad dance to physical fitness.

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the terminology for current fad dances. B. The student is able to perform teacher selected current fad dances. C. The student is able to perform a variety of fad dances with music. D. The student values social worth of fad dancing. E. The student values fad dancing as a leisure activity. F. The student values the contribution to physical fitness.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	2,4

Suggested Activities: Grade(s) 9-12

Title: Fad Dance Elimination
Group size: entire class
Materials: record tape player, records or tapes

Procedure(s):

- Play a variety of fad music and cue the class to a specific fad dance. (Orally or on cue cards.)
- The object is to identify the music, cues or terminology and to correctly dance that particular fad dance.
- If the dance is improperly executed, dancer is eliminated until only one dancer remains.

Variation: Fad Dance Freeze

- If, when the music stops, dancer fails to be frozen in position, he/she is eliminated.

Suggested Monitoring Procedures

Teacher observation.

Student observation.

Possible Resources

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the terminology for current fad dances. B. The student is able to perform a variety of fad dances with music. C. The student is able to assist other students in learning fad dances. D. The student values fad dancing as a leisure activity.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	2,4

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Fad Dance **Group size**: entire class **Materials**: record player, current music for fad dancing, microphone **Procedure(s)**: • Divide class into groups. • Each group is to devise or work on a different fad dance. • Each group performs their own dance for the rest of the class, and then teaches each group that dance. • Then entire class executes the dance together.	Teacher observation. Student observation.	Students input about current fad dances. Disco centers. District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Folk Dance		9-12	9	10	11	12
The student knows:						
• country origin of selected folk dances.						
• terminology of folk dance steps.						
• the traditional costume for selected folk dances.						
• history and social implications of a variety of folk dances.						
The student is able to:						
• participate in teacher selected folk dances.						
• perform a variety of folk dances in time with music.						
The student values:						
• the heritage of folk dances to his/her country.						
• folk dance as a leisure activity.						
• the social worth of folk dance.						

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the terminology of folk dance steps. B. The student is able to participate in teacher-selected folk dances. C. The student is able to perform a variety of folk dances in time with music. D. The student values folk dance as a leisure activity.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	2,4

Suggested Activities: Grade(s) 9-12

Title: Folk Dance
Group size: entire class
Materials: record player, folk dance records, microphone

Procedure(s):

- Divide class into groups.
- Beginning with one group, play a portion of the music of a folk dance which has been learned previously.
- Group must then get in proper formation and execute proper dance steps to the music.
- Devise a point system to evaluate each group's performance. Each group can evaluate the other.
- Try to give each group at least two opportunities to perform.
- The group with the most points is folk dance group of the day!

Variation:

- If one group has problems or fails to execute properly, another group may give it a try to obtain their points.
- After each group displays formation and steps, entire class joins in.

Suggested Monitoring Procedures

Teacher observation.

Dance test.

Student evaluation.

Possible Resources

Folk dance record sets.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	2,4

Student Learning Objective(s) A. The student knows the country origin of selected folk dances. B. The student knows the traditional costume for selected folk dances. C. The student is able to perform a variety of folk dances in time with music. D. The student values the heritage of folk dances to their country.

Related Area(s)

Suggested Activities: Grade(s)

Title: Folk Dance
Group size: entire class
Materials: record player, folk dance records, costume ideas and materials

Procedure(s):

- Divide class into groups. (Group size may vary.)
- Assign each group a country or let each group select a country.
- Each group then learns one to three dances representing that country.
- Each group exhibits costumes representing that country.
- The class may then decide on a day when the students wear the costumes and perform dances of their selected country to the rest of the class.

Variation:

- All groups exhibit their costumes and dances on Folk Dance Day (can be for entire school).
- Include potluck foods from each country.

Suggested Monitoring Procedures

Teacher observation.

Student evaluation and input.

Possible Resources

Community involvement; some communities have festivals or dances where information could be obtained.

Library

Harris, Jane A., Pittman, Anne, Waller, Marlys, S., Dance A While, Minneapolis, Burgess Publishing Co., 1968.

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the terminology of folk dance steps. B. The student is able to participate in teacher-selected folk dances. C. The student values folk dance as a leisure activity. D. The student values the social worth of folk dance.

State Goal	2,9
District Goal	
Program Goal	2,4

Related Area(s) __________

Suggested Activities: Grade(s) ______

Title: Folk Dance
Group size: entire class
Materials: record player, folk dance records, microphones

Procedure(s):

- Teacher demonstrates or talks through the dance steps. Dance steps are then put to music.
- Class can be broken into small groups to help individuals master steps and music.
- Entire class can then regroup and execute steps to music.
- A format could be:
    1. Basic steps, positions and formations.
    2. Variation in numbers within a group.
    3. Dance terminology.
    4. A representative number of countries covering a variety of folk dances.
    5. Dances and styles popular to a peculiar or specific locale.
    6. Music variation - style and tempo.
    7. Socially acceptable practices.

Suggested Monitoring Procedures

Teacher observation.

Dance test.

Possible Resources

Harris, Jane A., Pittman, Anne, Waller, Marlys, S., Dance A While, Minneapolis, Burgess Publishing Co., 1968.

Folk Dance Record Sets

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Modern Dance		9-12	9	10	11	12

The student knows:

- that modern dance is a creative expression of one's self.
- that modern dance is an individual and group activity.
- that modern dance is a way of communicating ideas or feelings.
- that level, energy and space are qualities that effect modern dance.

The student is able to:

- demonstrate creative dance routines.
- participate in a group modern dance of one's own creativity.
- demonstrate improvisational skills.
- assist in the mechanics of a dance production.

The student values:

- how creativity can be used to express one's moods, feelings and ideas.

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that modern dance is a creative expression of one's self. B. The student knows that modern dance is a way of communicating ideas or feelings. C. The student is able to demonstrate improvisational skills. D. The student values how creativity can be used to express one's moods, feelings and ideas.

State Goal	2,9
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Improvisation
Group size: medium
Materials: appropriate music, poems, colors

Procedure(s):

- Have students dance improvisationally (no predetermined routine) to selected music, a poem or a color.

Variation:

- Use an idea, mood or specific feeling to dance to live music; flute, piano, drums...

Suggested Monitoring Procedures

Possible Resources

Martha Graham, video tape

Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc.

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that modern dance is an individual and group activity. B. The student knows that level, energy and space are qualities that effect modern dance.

State Goal	2.9
District Goal	
Program Goal	2.4

Related Area(s)

Suggested Activities: Grade(s) 7-12

Title: Working With Levels

Group size: any

Materials: clothing: tights and leotards preferred space

Procedure(s):

- The group is spread out all over the floor in their own space.

1. Low-Level: Students lay on the floor and imagine that they are in a box as long as their body and 1/2 foot higher. They explore all possible movement in that space, with their eyes closed.
2. Medium: Have students stand and define medium level as "waist area", have them explore the many ways they can fill that space.
3. High-Level: Same as above, only high. Imagine you are in a glass cylinder with no top. Explore that space and how you can move in it.
4. Level Mix-up: Teacher calls out a level, students do continuous movement in that level. Teacher keeps calling out different levels.
5. Level Composition: Have students compose a dance using a variety of levels.
6. Sculpture: Divide the class into groups, have one student in each group make a shape and hold it, the next person makes another shape in a different level and so on. When last person has gone, the first person comes out and goes back into the sculpture with a new shape.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc.

Lockhart, Aileene, Pease, Ester, Modern Dance, William C. Brown Co Publishers.

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that modern dance is an individual and group activity. B. The student knows that level, energy and space are qualities that effect modern dance.

State Goal	2,9
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s) 7-12

Title: Working With Energy
Group size: any
Materials: open space, appropriate dress, variety of fast, slow, smooth music

Procedure(s):

- Have class spread out over the floor-"find their own space".

1. Vibratory: Move like you are riding on a bumpy bus or trotting on a horse. Show vibration in just your hand, add your arm, upper body, entire body.
2. Swing: Just your arm, then your body.
3. Force: Imagine there is a two ton metal box in front of you, try to move it.
4. Float: Pretend you are a feather and floating to the ground.
5. Melt: From a standing position, pretend you are melting.
6. Call out different words; mad, melt, float, fizzle, free, cold, afraid, happy, hurried, nervous, jell-o, and have students move like those.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that level, energy and space are qualities that effect modern dance.

State Goal	2,9
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Ways of Moving Through Space "Locomotor" Group size: any Materials: open space Procedure(s): 1. Form two lines diagonal from each other. First person in one line combines locomotor skill pattern, e.g. step, step, leap... across the floor, first person in other line does it back... 2. In open spaces have students do a variety of locomotor skills; skip, hop, jump, leap, run, walk, gallop.	Teacher observation. Partner observation.	Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc. Lockhart, Aileene, Pease, Ester, Modern Dance, William C. Brown Co Publishers. **District Resources**

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that modern dance is a creative expression of one's self. B. The student knows that modern dance is an individual and group activity. C. The student knows that modern dance is a way of communicating ideas or feelings. D. The student is able to participate in a group dance of one's own creativity.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	2,4

Suggested Activities: Grade(s) 9-12

Title: Poem Dance
Group size: groups of 3 or 4
Materials: poems mounted on paper, open space

Procedure(s):

- Read some selected appropriate poems.
- Have class divide into groups of three or four and select poem.
- Create a dance which expresses the selected poem.
- After allowing sufficient time, have groups perform their dance and have the poem read as they perform or read it before and after.

Variations:

- Have students select a color and make a dance for that color.
- Choose an emotion and express that in a dance. Do not tell the audience and see if they can tell what emotion is being expressed.
- Note: This activity is somewhat advanced.

Suggested Monitoring Procedures

Teacher observation.

Video-tape.

Possible Resources

Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc.

Lockhart, Aileene, Pease, Ester, Modern Dance, William C. Brown Co Publishers.

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that modern dance is a creative expression of one's self. B. The student knows that modern dance is an individual and group activity. C. The student knows that modern dance is a way of communicating ideas or feelings. D. The student knows that level, energy and space effect modern dance. E. The student is able to demonstrate a creative dance routine. F. The student values how creativity can be used to express one's moods, feelings and ideas.

~~Related Area(s)~~

State Goal	2,9
District Goal	
Program Goal	2,4

Suggested Activities: Grade(s) 9-12

Title: Creative Dance
Group size: any, performed individually
Materials: choice of music, costumes or props

Procedure(s):

- Assign students the task of creating their own dance to express an idea or feeling - using music, poems, props and/or costumes.
- Practice.
- Perform for audience (class or other).

Suggested Monitoring Procedures

Teacher observation.

Video-tape.

Possible Resources

Cheney, Gay, Strader, Janet, Modern Dance, Boston, Allyn and Bacon, Inc.

Lockhart, Aileene, Pease, Ester, Modern Dance, William C. Brown Co Publishers.

District Resources

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Rhythms						
Rhythmic Gymnastics		9-12	9	10	11	12

The student knows:

- various types of equipment which is used for rhythmic gymnastics, e.g. wands, hoops, balls.
- rules for composing routines.
- events in rhythmic gymnastics.
- characteristic moves for various pieces of equipment.
- rhythmic gymnastics is an individual and group activity.

The student is able to:

- perform routines with a variety of hand apparatus.
- compose own routines.

The student values:

- the body awareness and coordination learned through rhythmic gymnastics.
- the aesthetic beauty and grace of rhythmic gymnastics.

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Suggested Objective Placement ______

Student Learning Objective(s) ______________________________

____

____

Related Area(s) ______________________________

State Goal	☐
District Goal	☐
Program Goal	☐

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives. Additional activities may be developed during the pilot phase of the project.		
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Social Dance		9-12	9	10	11	12

The student knows:

- the terminology of selected dance steps.
- the rhythmic count of selected dance steps.
- the etiquette involved in social dancing.
- ethnic origin of social dancing.
- origin of selected dance music.

The student is able to:

- perform teacher selected dance steps individually and with a partner.
- perform correct social etiquette in dancing.
- assist other students in the learning of dance steps.
- perform steps to the rhythm of music.

The student values:

- the social worth of social dance.
- social dance as a leisure activity.

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	2,4

Student Learning Objective(s) A. The student knows the terminology of selected dance steps. B. The student knows the rhythmic count of selected dance steps. C. The student knows the etiquette involved in social dancing. D. The student is able to perform correct social etiquette in dancing. E. The student values the social worth of social dance.

Related Area(s)

Suggested Activities: Grade(s)

Title: Social Dance
Group size: entire class
Materials: record player, social dance records, microphone

Procedure(s):

- Handout sheets can be issued to each student explaining terminology and etiquette.
- Teacher can then go through orally and demonstrate a variety of dance steps and etiquette involved allowing students to learn and practice each step.
- After a variety of steps have been mastered, steps can then be put to music - beginning with basic rhythmic counts.
- Students can then work in small groups, partners, circles to continue to master steps, rhythmic counts and etiquette involved in social dance.

Suggested Monitoring Procedures

Teacher observation.

Skills test.

Written test.

Possible Resources

Harris, Jane A., Pittman, Anne, Waller, Marlys, S., Dance A While, Minneapolis, Burgess Publishing Co., 1968.

Social dance record sets.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	2,4

Student Learning Objective(s) A. The student knows the rhythmic count of selected dance steps.

B. The student is able to perform teacher selected dance steps individually and with a partner.

C. The student is able to assist other students in the learning of dance steps. D. The student values social worth of social dance.

Related Area(s)

Suggested Activities: Grade(s)

Title: Social Dance
Group size: entire class
Materials: record player, social dance records, microphone

Procedure(s):

- Have entire class spread out and face you.
- Demonstrate a variety of dance steps to entire class (be sure you are facing same direction as class - you will have to demonstrate with your back to class and look back to evaluate).
- Add music and rhythmic counts.
- Divide class into partners and have them practice steps learned while you move around to help or direct.
- After class has mastered steps divide class into small groups with partners to further develop technique and correct style - students can help evaluate, correct, encourage partners in their group.

Variation:

- Assign a specific step to each group - have them master it then demonstrate and teach rest of class.

Suggested Monitoring Procedures

Teacher observation.

Dance test.

Written test.

Possible Resources

Social dance record sets

Harris, Jane A., Pittman, Anne, Waller, Marlys, S., Dance A While, Minneapolis, Burgess Publishing Co., 1968.

Dance Studio

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the terminology of selected dance steps. B. The student knows the rhythmic count of selected dance steps. C. The student knows the etiquette involved in social dancing. D. The student values the social worth of social dance. E. The student values social dance as a leisure activity.

Related Area(s) ______

State Goal	2,9
District Goal	
Program Goal	2,4

Suggested Activities: Grade(s)______	Suggested Monitoring Procedures	Possible Resources
Title: Social Dance Alternatives Group size: entire class Materials: record player, social dance records, microphone Procedure(s): • Take your class to a dance studio. • Bring in social dance experts, e.g. dance studio people, professional dancers, college dancers. • Take your class to a professional dance exhibition, e.g. musicals • Have a ballroom dance for class - social music, live band, dress for occasion. • Sponsor a senior citizen dance.	Teacher observation. Student evaluation.	Dance Studio Listings. College dance classes. **District Resources**

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Rhythms

	Page	Suggested Grade Placement	District Placement			
Square Dance		9–12	9	10	11	12
The student knows: • how to form a square. • the various square dance terminology.						
The student is able to: • participate as a partner in a square dance. • demonstrate correctly a variety of maneuvers selected by teacher or student. • call a self-selected square dance. • perform steps and maneuvers in time with music.						
The student values: • square dancing as a leisure activity. • the social worth of square dancing.						

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows how to form a square. B. The student is able to participate as a partner in a square dance. C. The student values square dance as a leisure activity. D. The student values the social worth of square dance.

Related Area(s) ______

State Goal	2.9
District Goal	
Program Goal	2.4

Suggested Activities: Grade(s) ______

Title: Forming a Square
Group size: entire class
Materials: record player, square dance records

Procedure(s):

- Teacher may be used as a caller to set up and describe how to form a basic square, (record may also be used).
- Once the class is in squares, teacher can go through the basic elements of a square, e.g. home position, couple 1, 2, 3, & 4, head couples, side couples, corner lady, right hand lady, opposite lady.
- Explain the four parts of a square dance: i.e. introduction, main figure, trimmings or full-ins and ending.
- Slowly, with the entire class in their square, go through some basic dance maneuvers and steps: e.g. honor your partner, all join hands and circle wide, home you go and swing, first and third go forward and back.

Variation:

- Have each square develop their own maneuvers and steps and demonstrate to class.

Suggested Monitoring Procedures

Teacher observation.

Teacher explanation.

Record caller.

Possible Resources

Square dance record sets

Harris, Jane A., Pittman, Anne, Waller, Marlys, S., Dance A While, Minneapolis, Burgess Publishing Co., 1968.

District Resources

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	2,4

Student Learning Objective(s) A. The student knows the various square dance terminology. B. The student is able to demonstrate a variety of step maneuvers in teacher and student selections. C. The student is able to perform steps and maneuvers in time with music. D. The student values square dance as a leisure activity.

Related Area(s)

Suggested Activities: Grade(s)

Title: Single Circle (and variations)
Group size: entire class
Materials: record player, square dance records

Procedure(s):

- Basic step: Arrange couples in a single circle facing center. The basic step is the first fundamental to be dealt with.
- Balance: Arrange couples in a single circle facing center. Demonstrate balance with counts. Class practice. Class executes in response to call and music.
- Swing: Explain the swing position and movement. Class practice. Class executes in response to call and music.
- The single circle can be used to explain, demonstrate and perform a variety of square dance steps and maneuvers.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Square dance record sets

Harris, Jane A., Pittman, Anne, Waller, Marlys, S., *Dance A While*, Minneapolis, Burgess Publishing Co., 1968.

District Resources

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	2,4

Student Learning Objective(s) A. The student knows how to form a square. B. The student knows the various square dance terminology. C. The student is able to perform steps and maneuvers in time with music. D. The student values square dance as a leisure activity. E. The student values the social worth of square dance.

Related Area(s)

Suggested Activities: Grade(s)

Title: Square Dance
Group size: entire class
Materials: record player, square dance records

Procedure(s):

- Divide the class into squares.
- After class has mastered a variety of square dance steps and maneuvers allow each square to devise their own square dance routine to music without calls. They can combine the steps and maneuvers they have learned to this point and use their own imagination and creativity to develop a routine or dance.
- Each square after a number of practice times will demonstrate their dance to the class.

Variation:

- Tell each square to combine six or more steps and maneuvers into a routine. Short routine.
- Combine the routines of two or more squares into one dance routine.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Square dance record sets

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows which types of physical activities contribute most to a healthy lifestyle. B. The student values the acceptance of responsibility for one's own health.

State Goal	2,9
District Goal	
Program Goal	1,4

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Physical Activities and a Healthy Lifestyle **Group size:** class **Materials:** handouts, films **Procedure(s):** • Discuss with students how different physical activities enhance health. • Discuss various community and recreation programs and facilities where fitness activities are offered, e.g. YMCA, YWCA, spas. • Emphasis that health is an individual responsibility. • Make a chart with two columns, one for community programs and one for community facilities. • Invite representatives of community programs to talk with students.	Have students report on a fitness program or facility in the area.	Community health agency representative. Films: EXERCISE AND PHYSICAL FITNESS 17 min EVERYONE'S A WINNER: Program For Physical Fitness 15 min ESD 121 Film Library
		District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement			
Active Health		9–12	9	10	11	12
The student knows: • how the body will respond to physical stress resulting from various types of physical exercise. • which types of physical activities contribute most to a healthy lifestyle.						
The student is able to: • develop a personal action plan for applying the appropriate principles and theories of fitness to the present and to the future. • implement the current aspects of the personal action plan.						
The student values: • the acceptance of responsibility for one's own health.						

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	1,4

Student Learning Objective(s) A. The student knows which types of physical activities contribute most to a healthy lifestyle. B. The student values the acceptance of responsibility for one's own health.

Related Area(s)

Suggested Activities: Grade(s)

Title: Physical Activities and a Healthy Lifestyle
Group size: class
Materials: handouts, films

Procedure(s):

- Discuss with students how different physical activities enhance health.
- Discuss various community and recreation programs and facilities where fitness activities are offered, e.g. YMCA, YWCA, spas.
- Emphasis that health is an individual responsibility.
- Make a chart with two columns, one for community programs and one for community facilities.
- Invite representatives of community programs to talk with students.

Suggested Monitoring Procedures

Have students report on a fitness program or facility in the area.

Possible Resources

Community health agency representative.

Films:

EXERCISE AND PHYSICAL FITNESS 17 min

EVERYONE'S A WINNER: Program For Physical Fitness 15 min

ESD 121 Film Library

District Resources

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Suggested Objective Placement 9-12

State Goal	2.9
District Goal	
Program Goal	1.7

Student Learning Objective(s) A. The student knows how the body will respond to physical stress resulting from various types of physical exercise. B. The student is able to develop a personal action plan for applying the appropriate principles and theories of fitness to the present and to the future. C. The student is able to implement the current aspects of the personal action plan.

Related Area(s)

Suggested Activities: Grade(s)

Title: Personal Action Plan
Group size: individual
Materials: varied

Procedure(s):

- Each student will develop a personal action plan applying appropriate principles and theories of fitness.
- The personal action plan should include activities to improve: endurance, strength, speed, agility, power and flexibility.
- Have students implement their personal action plan.
- Have students chart progress in the activities they included in their personal action plan.

Suggested Monitoring Procedures

Observation.

Help design personal action plans.

Monitor progress charts.

Possible Resources

Film:

PHYSICAL FITNESS AND GOOD HEALTH 10 min

ESD 121 Film Library

District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

Aerobics

Page	Suggested Grade Placement	District Placement			
	9-12	9	10	11	12

The student knows:

- that aerobic activities such as jogging, bicycling, or swimming must be sustained for a minimum of 12 minutes in order to produce training benefits.
- that aerobic training produces a lower resting heart rate, a positive change in blood cholesterol and promotes ideal weight and mental health.
- that aerobic training provides a solid foundation for all other physical fitness development and training.

The student is able to:

- develop and monitor a personal aerobic training program.
- select and wear clothing (including shoes) and gear that are appropriate for participating safely in aerobic activities.

The student values:

- the health promoting benefits of regular aerobic activities.
- the relative low cost and convenience of aerobic activities.

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	1,2,7

Student Learning Objective(s) A. The student knows that aerobic activities such as jogging, bicycling, dancing, or swimming must be sustained for a minimum of 12 minutes in order to produce training benefits. B. The student is able to develop and monitor a personal aerobic training program. C. The student is able to select and wear clothing (including shoes) and gear that is appropriate for participating safely in aerobic activities.

Related Area(s)

Suggested Activities: Grade(s)

Title: Introduction to Aerobics
Group size: entire class
Materials: large room, paper and pencils, music (optional)

Procedure(s):

- Start with slow music.
- Spread the class out and have each student take his or her own resting pulse rate for ten seconds. Multiple the beats by six and record.
- Teacher demonstrates stretching exercises for major muscle groups. Between each demonstration, the students perform the exercise.
- As the students are holding each stretch for 30 seconds, the teacher will discuss the need for and selection of appropriate clothing and footwear to maximize the safe participation in aerobic activities while reducing the chance of injury.
- After stretching, have the students walk fast in a circle around the room while the teacher discusses the various kinds of aerobic activities (walking, jogging, jumping rope, dance, roller skating, swimming, bicycling, exercising).
- Have the students run in place for a minute. Then take their active heart rates for 10 seconds and multiple by six.

Suggested Monitoring Procedures

Teacher observation of the students' ability to:

- Take pulse rates.
- Use heart rate formula.
- Adjust activity levels to achieve their optimal heart rates.

Possible Resources

Cooper, Kenneth, Aerobics, New York, Bantam Books, Inc., 1968.

District Resources

Suggested Activities: Grade(s)________	Suggested Monitoring Procedures	Possible Resources
• Have students use the formula for an optimum heart rate for aerobic activities from Kenneth Cooper's book, Aerobics, to determine the heart rate they need to attain to achieve aerobic fitness. • The teacher will discuss the need to sustain an optimum heart rate for a minimum of twelve minutes at least three days a week. • Jog for five minutes then check heart rate. Adjust activity level to achieve desired heart rate. • Jog for five minutes. Check heart rate again. • Teacher will discuss the need to cool down exercises. • Have students do cool down stretching exercises.		
		District Resources
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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that aerobic training produces a lower resting heart rate, a positive change in blood cholesterol, promotes ideal weight and mental health. B. The student knows that aerobic training provides a solid foundation for all other physical fitness development and training. C. The student is able to develop and monitor a personal aerobic training program. D. The student values the health promoting benefits of regular aerobic activities.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	1,2,7

Suggested Activities: Grade(s)

Title: Jumping-Aerobic Style
Group size: large group
Materials: One jump rope per person, paper and pencil, music (optional), film

Procedure(s):

- Take resting heart rate for 10 seconds and multiply by six.
- Compare to previously taken resting heart rates.
- Stretch large muscle groups. Hold each stretch for 30 seconds. During stretches, the teacher will discuss why the students' resting heart rates are getting slower and why this is beneficial. The teacher will also discuss the long term benefits of aerobic fitness such as a positive change in blood cholesterol, promotion of ideal body weight and good mental health.
- Have students discuss the physical fitness activities that are based on aerobic fitness.
- Put on medium-paced popular music and jump rope for six minutes. (Vary between one foot, two feet, small arm circles, large arm circles, bobbing with feet while swinging the rope with large arm movement.)
- Take active heart rate and adjust activity level to achieve the optimum heart rate.
- Set the duration of the aerobic activity according to the group's aerobic fitness level.

Suggested Monitoring Procedures

Teacher observation of the students' ability to adjust their programs according to their aerobic fitness levels.

Possible Resources

Cooper, Kenneth, Aerobics, New York, Bantam Books, Inc., 1968.

Films:

RUN DICK, RUN JANE
(a motivational film based on Kenneth Cooper's book, The New Aerobics) 20 min

WHAT MAKES MILLE RUN? 16 min

ESD 121 Film Library

District Resources

Suggested Activities: Grade(s)________	Suggested Monitoring Procedures	Possible Resources
• Stop, take active heart rate. Record. • Wait one minute and take heart rate again. Record. • Repeat once a minute until the heart rate falls within a normal range. (Recovery rate.) • Have students do cool down stretching exercises. • The teacher will explain what the recovering heart rate is and that the heart rate will drop within the normal ranges faster as the body achieves aerobic fitness.		
		District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the definition of aerobics. B. The student knows that aerobic activities must be sustained for a minimum of 12 minutes in order to produce training benefits. C. The student is able to participate in a teacher selected aerobic training program. D. The student is able to select and wear clothing that is appropriate for participating safely in aerobic activities. E. The student values the relative low cost and convenience of aerobic activities.

State Goal	2,9
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s)

Title: Aerobics Presentation
Group size: class
Materials: handouts, films

Procedure(s):
- Provide a definition of aerobics.
- Relate aerobics to sports activities.
- Explain benefits of aerobics.
- Give examples of low cost and convenience of aerobic activities.

Variations:
- Show the film RUN DICK, RUN JANE. (This film is based on Kenneth Cooper's book The New Aerobic's, and deals with the subject of fitness and the prevention of heart disease.)
- Discuss the main points of the film with the class.

Suggested Monitoring Procedures

Written test.

Possible Resources

Cooper, Kenneth, Aerobics, New York, Bantam Books, Inc. 1968.

Hockey, Robert V., Physical Fitness, St. Louis, The C. V. Mosby Co. 1973.

Film:

RUN DICK, RUN JANE
Col 20 min

ESD 121 Film Library

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that aerobic training provides a solid foundation for all other physical fitness development and training. B. The student is able to participate in a teacher-selected aerobic training program. C. The student values the health promoting benefits of regular aerobic activities.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	1,2,7

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Twelve Minute Run Group size: class Materials: stop watch and measured distance Procedure(s): • After proper warm-up, all students must run as far as possible in twelve minutes. • A good measure of cardiovascular fitness is as follows: More than 1 3/4 miles - Excellent 1 1/2 - 1 3/4 miles - Good 1 1/4 - 1 1/2 miles - Average 1 - 1 1/4 mile - Poor less than 1 mile - Very Poor	Record Distances.	Cooper, Kenneth, Aerobics, New York, Bantam Books, Inc. 1968. Hockey, Robert V., Physical Fitness, St. Louis, The C. V. Mosby Co. 1973. **District Resources**

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SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement			
Agility		9–12	9	10	11	12
The student knows: • the current theory for improving and maintaining agility. • a variety of agility enhancing activities and exercises. • which sports require agility for successful participation.						
The student is able to: • apply the current theory for improving and maintaining agility. • demonstrate a variety of agility exercises and activities. • apply agility activities to specific sports.						
The student values: • the importance of agility to sports and everyday activities.						

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	1,4,7

Student Learning Objective(s) A. The student knows which efforts require agility for successful participation. B. The student values the importance of agility to sports and everyday activities.

Related Area(s)

Suggested Activities: Grade(s)

Title: Dribble a Set of Lines
Group size: individual students, entire class
Materials: basketballs, stopwatches

Procedure(s):

- Have students dribble a "set of lines" for time, e.g. end lines, foul lines, half court.
- Have student start on the end line dribbling at full speed to the foul line and back; to the half court line and back; far foul line and back; and the full court and back.
- Record times (or have students time and record one another).
- Note: This exercise requires students to change directions while performing a sports skill at top speed.

Suggested Monitoring Procedures

Keep chart of student times.

Possible Resources

District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the current theory for improving and maintaining agility. B. The student knows a variety of agility enhancing activities and exercises. C. The student is able to apply the current theory for improving and maintaining agility. D. The student is able to demonstrate a variety of agility exercises and activities.

State Goal 2,9

District Goal

Program Goal 1,4,7

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Jump Rope **Group size:** individual **Materials:** jump rope **Procedure(s):** - Have students perform a variety of jump rope activities; e.g. backward, double jump, cross the arms. - Have students work to increase repetitions of rope exercises in a given time. - Have students enroll in a local Heart Association rope jumping program.	Record personal records.	Film: ROPE SKIPPING: Basic Steps 16 min ESD 121 Film Library Local Heart Association
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement			
Evaluation		9–12	9	10	11	12
The student knows: • that physical fitness is an important component of a comprehensive physical education program. • that physical fitness tests can be used to screen for minimum levels and/or used to assess the individual's level of fitness. • that a comprehensive physical education program will include an extensive physical fitness testing and remediation component. • how to assess personal fitness through the use of professionally recognized tests with state or national norms. • the difference between the purposes of the two AAHPERD physical fitness tests. • that improvement in physical fitness levels required personal commitment and consistent, regular practice.						
The student is able to: • accurately perform the exercises included in the AAHPERD physical fitness test batteries. • accurately administer the AAHPERD physical fitness tests to siblings, peers, or adults.						
The student values: • the use of state and national normed tests to assess levels of physical fitness. • the opportunity to measure oneself against state and/or national standards.						

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that physical fitness is an important component of a comprehensive physical education program. B. The student knows that physical fitness tests can be used to screen for minimum levels and/or used to assess the individual's level of fitness. D. The student values the use of state and national normed tests to assess levels of physical fitness.

State Goal	2,9
District Goal	
Program Goal	1,7

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Presidential Fitness Test Group size: entire class Materials: stopwatches, mats, wood blocks, measured areas, pull-up bar, test manual Procedure(s): . Have students perform the following: . Sit-ups - number performed in 60 seconds. . Pull-ups, bent arm hang - number performed or time held. . Shuttle run - timed. . 600 yard run - timed. . 50 yard dash - timed. . Standing long jump - distance jumped.	Record student scores and compare with national norms. Also compare with previous scores for each individual.	AAHPER Youth Fitness Test Manual, Washington D.C. AAHPER, 1976. **District Resources**

Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	1,7

Student Learning Objective(s) A. The student knows that improvement in physical fitness levels require personal commitment and consistent, regular practice. B. The student knows that a comprehensive physical education program will include an extensive physical fitness testing and remediation component. C. The student is able to accurately perform the exercises included in the AAHPERD physical fitness test batteries.

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: AAHPERD Health Related Physical Fitness Test
Group size: entire class
Materials: track or measured area, skinfold calipers, mats, stopwatch

Procedure(s):

- Have students do the following:
  - One mile run for time or nine minute run for distance.
  - Skinfold test given according to the test manual.
  - Sit-ups: Knees bent with arms crossed grabbing the opposite shoulder. Perform as many sit-ups as possible in 60 seconds.
  - Sit and Reach: Sit with legs straight and reach as far forward as possible.
- Measure the tests according to directions in the test manual.

Suggested Monitoring Procedures

Record scores in each event.

Compare scores with national norms.

Possible Resources

AAHPERD Health Related Physical Fitness, Reston, Virginia, AAHPERD, 1980.

District Resources

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Suggested Objective Placement 9-12

State Goal 2,9

District Goal

Program Goal 1,7

Student Learning Objective(s) A. The student knows how to assess personal fitness through the use of professionally recognized tests with state or national norms. B. The student knows the difference between the purposes of the AAHPERD physical fitness tests. C. The student is able to accurately administer the AAHPERD physical fitness tests to siblings, peers, or adults.

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Test Administration
Group size: individual
Materials: test manual and equipment for test to administer

Procedure(s):

- Student must know the differences between the two tests, i.e. AAHPER Youth Fitness and AAHPERD Health Related Physical Fitness tests.
- Student must know how to assess personal fitness using the norms given in the manuals.
- Student will administer the test that is appropriate to a willing subject or subjects.

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Suggested Monitoring Procedures

Record results and placement according to national norms.

Possible Resources

AAHPERD Health Related Physical Fitness, Reston, Virginia, AAHPERD, 1980.

AAPHER Youth fitness Test Manual, Washington D.C., AAPHER, 1976.

District Resources

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SUBJECT: Physical Education SPECIFIC AREA: Physical Fitness	Page	Suggested Grade Placement	District Placement			
Flexibility		9-12	9	10	11	12
The student knows: • the current theory for improving and maintaining functional flexibility. • a variety of flexibility exercises for the major muscle groups. • how flexibility enhances successful participation in specific sports.						
The student is able to: • apply the current theory for improving flexibility. • demonstrate a variety of flexibility exercises for the major muscle groups. • apply specific flexibility exercises to specific sports and activities.						
The student values: • the importance of flexibility to a physically active lifestyle.						

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows how flexibility enhances successful participation in specific sports. B. The student is able to apply specific flexibility exercises to specific sports and activities. C. The student values the importance of flexibility to a physically active lifestyle.

State Goal	2,9
District Goal	
Program Goal	1,7

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Hurdle Demonstration Group size: individual Materials: hurdles, film loop Procedure(s): • Have student put lead leg on top of a hurdle and lean forward. Ask the student if he/she can feel the stretch in the back of the leg. • Show or demonstrate the proper hurdle form. • Demonstrate the flexibility it takes to clear a hurdle properly.	Observation.	
Title: Hurdling Game Group size: entire class, four sets of partners Materials: none - indoors or outdoors Procedure(s): • The hurdling game is an adaptation of an activity played in the Philippines. • Have four sets of student partners in a line ten yards apart or in a circle. • Partners sit facing, with legs straight, heels and toes joined. • Other class members begin running and jumping each set of partners' feet in the formation. • After a time, have the feet raised.		Turner, Lowell, (Bud) F., Turner, Susan L., *Creative Experiences Through Sport*, Palo Alto, CA., Peek Publications, 1979, p.152. District Resources

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	1,7

Student Learning Objective(s) A. The student knows the current theory for improving and maintaining functional flexibility. B. The student knows a variety of flexibility exercises for the major muscle groups. C. The student is able to apply the current theory for improving flexibility. D. The student is able to demonstrate a variety of flexibility exercises for the major muscle groups.

Related Area(s) ________

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
Title: Flexibility Exercises **Group size:** entire class **Materials:** none **Procedure(s):** • Students will perform a variety of flexibility exercises using a static stretch. • Each major muscle group should be stretched. • Stretches include: hurdle stretch, V-sit, groin stretch, calf stretch. Variation: • Show the film and discuss the value of exercises. • Do flexibility exercises.	Observation of students in the specific stretching exercises.	Film: EVERYONE'S A WINNER: Balance, Flexibility and Power 13 min ESD 121 Film Library
		District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

Muscular Endurance

	Page	Suggested Grade Placement	District Placement			
		9–12	9	10	11	12
The student knows: • the current theory for improving and maintaining muscular endurance. • a variety of exercises designed to increase muscular endurance in the major muscle groups. • how muscular endurance enhances enjoyable and successful participation in specific sports.						
The student is able to: • apply the current theory for improving muscular endurance. • demonstrate a variety of exercises designed to increase the major muscle groups. • apply muscle endurance exercises to enhance successful participation in specific sports and activities.						
The student values: • the importance of muscular endurance in a health enhancing lifestyle. • the relative freedom from muscle fatigue.						

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Suggested Objective Placement 9-12

State Goal	2.9
District Goal	
Program Goal	1.7

Student Learning Objective(s) A. The student knows the current theory for improving and maintaining muscular endurance. B. The student knows a variety of exercises designed to increase muscular endurance in the major muscle groups. C. The student is able to apply the current theory for improving muscular endurance. D. The student is able to demonstrate a variety of exercises designed to increase the major muscle groups.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Exercises for Muscular Endurance **Group size:** entire class **Materials:** weights, pull-up bar **Procedure(s):** • To increase muscle endurance with weights, the student must work with light weights and perform many repetitions. • Perform exercise involving the major muscle groups. Work to increase number of repetitions, e.g. sit-ups, pull-ups, push-ups, burpees. **Variation:** • Show film and discuss the program shown to develop strength and endurance. • Have students do exercises. 709	Record the progression of repetitions and muscular endurance tests.	Hockey, Robert V., *Physical Fitness*, St. Louis, The C.V. Mosby Co., 1973. Film: EVERYONE'S A WINNER: Muscular Strength and Endurance 16 min ESD 121 Film Library **District Resources** 710

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	1,7

Student Learning Objective(s) A. The student knows how muscular endurance enhances enjoyable and successful participation in specific sports. B. The student is able to apply muscle endurance exercises to enhance successful participation in specific sports and activities. C. The student values the importance of muscular endurance in a health enhancing lifestyle. D. The student values the relative freedom from muscle fatigue.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Rope Climb **Group size:** individual **Materials:** climbing rope **Procedure(s):** • Student climbs the rope to establish his/her time. • Record the times. • Note: Superior muscular endurance will allow for fast times, minimal muscle fatigue and faster recovery time.	Record times. Observaton.	
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement			
Power		9-12	9	10	11	12
The student knows: • the current theory for improving and maintaining power. • a variety of exercises to improve and maintain power. • which sports require power for successful participation.						
The student is able to: • apply the current theory for improving and maintaining power. • demonstrate a variety of exercises to improve and maintain power. • apply exercises to increase power to enhance success in specific sports.						
The student values: • the importance of power to sports and everyday activities.						

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows which sports require power for successful participation. B. The student is able to apply exercises to increase power to enhance success in specific sports. C. The student values the importance of power to sports and everyday activities.

Related Area(s) ______

State Goal	2,9
District Goal	
Program Goal	1,7

Suggested Activities: Grade(s)______	Suggested Monitoring Procedures	Possible Resources
Title: Power as Related to Track Events Group size: individual Materials: measuring tape, long jump area Procedure(s): • Demonstrate to students the use of power in the long jump. • Measure long jump distances before and after power program. • Record the distances to see improvements. Variations: • Show film and discuss the value of power in a program. • Do exercises.	Record long jump distances.	Film: EVERYONE'S A WINNER: Balance, Flexibility and Power 13 min ESD 121 Film Library District Resources

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	1,7

Student Learning Objective(s) A. The student knows the current theory for improving and maintaining power. B. The student knows a variety of exercises to improve and maintain power.

C. The student is able to apply the current theory for improving and maintaining power.

D. The student is able to demonstrate a variety of exercises to improve and maintain power.

Related Area(s)

Suggested Activities. Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Box Jumping Group size: individual Materials: jumping boxes Procedure(s): . Make two wooden boxes or find something suitable to jump on. . One box should be 30-36 inches high and the other 18-24 inches high. . Start by standing on one box and jumping to the ground, then up to the other box, then back to the ground and back to the other box. . Jump in a smooth, continuous motion. . Do 10-15 repetitions per set.	Observation. Measure vertical jump before and after beginning the program.	Film: EVERYONE'S A WINNER: Balance, Flexibility and Power 13 min ESD 121 Film Library
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement			
Speed		9–12	9	10	11	12

The student knows:

- the current theory for increasing and maintaining speed.
- a variety of methods and activities to increase speed.
- which types of speed are required to enhance success in specific sports.

The student is able to:

- apply the current theory for increasing and maintaining speed.
- demonstrate a variety of methods and activities to increase speed.
- apply specific methods of increasing speed in specific sports.

The student values:

- the importance of speed to sports and everyday activities.

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows which types of speed are required to enhance success in specific sports. B. The student is able to apply specific methods of increasing speed in specific sports. C. The student values the importance of speed to sports and everyday activities.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	1,7

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Increase Running Speed by Improving Endurance **Group size:** individual **Materials:** stopwatches, measured distance **Procedure(s):** • Students will be timed from a running start in the 25, 50, 100 and 200 meter dashes. • Show students that times may not be proportional at the longer distances because their endurance does not allow them to maintain top speed. • Discuss a program wherein students can improve their performance by improving their endurance.	Time the varied distances. Figure the times assuming they maintained maximum speed at the longer distance. Figure time lost due to fatigue.	
		District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the current theory for increasing and maintaining speed. B. The student knows a variety of methods and activities to increase speed. C. The student is able to apply the current theory for increasing and maintaining speed. D. The student is able to demonstrate a variety of methods and activities to increase speed.

Related Area(s) ________

State Goal	2,9
District Goal	
Program Goal	1,7

Suggested Activities: Grade(s)______	Suggested Monitoring Procedures	Possible Resources
Title: Downhill Running **Group size:** individual **Materials:** stopwatch **Procedure(s):** • Point out to students that speed may be increased by increasing leg speed, stride length, endurance and reaction time. • One method of improving leg speed may be by running down hills. • Find a hill that is convenient and safe to run on. • Practice running the hill several times daily.	Have students record times both down the hills and on level surfaces.	
		District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: Physical Education SPECIFIC AREA: Physical Fitness Strength	Page	Suggested Grade Placement	District Placement			
		9-12	9	10	11	12
The student knows: • the current theory for improving and maintaining muscular strength. • a variety of exercises which increase strength in major muscle groups.						
The student is able to: • apply the current theory for improving and maintaining muscular strength. • demonstrate a variety of strength increasing activities and exercises for the major muscle groups. • apply the appropriate strength increasing method and exercises for remediation, rehabilitation, specific sports and everyday activities.						
The student values: • the importance of muscular strength to sports and everyday activities.						

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Suggested Objective Placement 9-12

State Goal	2,9
District Goal	
Program Goal	1,7

Student Learning Objective(s) A. The student knows the current theory for improving and maintaining muscular strength. B. The student knows a variety of exercises which increase strength in major muscle groups. C. The student is able to apply the current theory for improving and maintaining muscular strength. D. The student is able to demonstrate a variety of strength increasing activities and exercises for the major muscle groups.

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Isometric Exercises
Group size: individual and partner
Materials: none

Procedure(s):

- Inform students that the limited range of motion is a drawback.
- Elbow Push: Student stands with back against the wall with elbows at shoulder height and also touching the wall. Forearms are flexed with hands beneath the chin with palms down. Elbows are pressed against the wall at maximal contraction for five seconds.
- Hand Push: Student stands with palms together and elbows raised to shoulder height. Hands are pressed together at maximal contraction for five seconds.
- V-Sit: Student sits on the floor, places the hands on the hips and leans backward until the trunk forms a 45° angle with the floor. Keeping the legs straight, the feet are raised approximately 12-20 inches off the floor, as a V position is formed and held for a given time.

Suggested Monitoring Procedures

Test isometric abdominal strength by noting the time a student is able to hold the V-Sit position (to a maximum of 90 seconds).

Possible Resources

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District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to apply the appropriate strength increasing method and exercises for remediation, rehabilitation, specific sports and everyday activities. B. The student values the importance of muscular strength to sports and everyday activities.

State Goal	2,9
District Goal	
Program Goal	1,7

Related Area(s) ____

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Possible Resources
Title: Strength Maintenance **Group size:** entire class **Materials:** none **Procedure(s):** . Inform students that the following activities can maintain strength during a sports season when weight training is not possible. . Push-ups: Take a two count to reach the down position and a four count to reach the up postion. Repeat 10-20 times. . Jackknife Sit-ups: With arms straight on floor behind the head, bring arms and legs up simultaneously so they meet overhead. Return to start position. Repeat 10-20 times.	Return to weights periodically to check and see if strength has remained constant.	Film: EVERYONE'S A WINNER: Muscular Strength and Endurance 16 min ESD 121 Film Library **District Resources**

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